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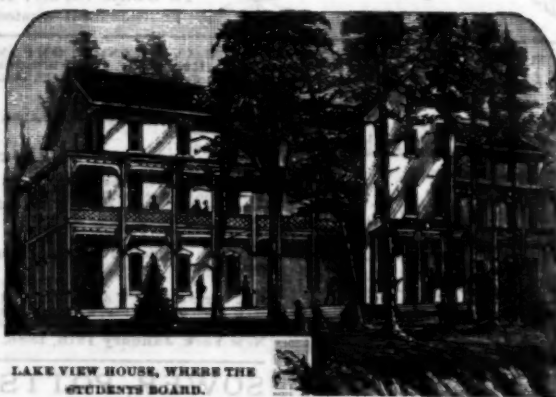
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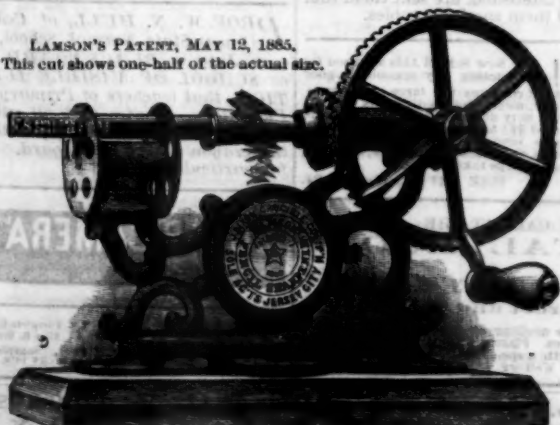
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ESTABLISHED 1870.
THE SCHOOL JOURNAL.
A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
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FRANCIS W. PARKER, } Editors.

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We again call attention to the fact that all our publications will be found at our Chicago office at 151 Wabash Ave., where it has been removed from No 315. Mr. W. W. Knowles will give all who call on him a cordial welcome.

THE people of England are considering a very great problem—that of intrusting the government of Ireland to the Irish. Here comes up what seems to us a very important question to investigate. Can the people of Ireland govern themselves? While that is being discussed over the water, thoughtful Americans will be studying over a similar question here. As a republic ages, questions come up that were not propounded or even thought of in the earlier days. A republic allows its people—every one of them—to think; and so it comes into the heads of some that legislation alone will remove all the ills of life. "Legislate this way," they say, "and, presto, there is no longer any poverty!"

A republic does more than merely allow and further self-government—it makes thinkers of its people. This republic must, at some time, pass through a stage when uneasiness will prevail. Mankind is advancing to a higher and broader civilization, we firmly believe. In this, it must be remembered, there are perils. Look backward and see what it has cost to advance! Attaining a higher civilization will cost this republic many a pang,

undoubtedly; but a republic is a form of government most able to stand the wear and tear of progressive movement among its members.

THE thoughtful teacher, during these swiftly flying days, will more fully feel the value of a general and liberal culture. The people govern;—to govern wisely they must be educated. It is possible that the happiness of all might be sensibly increased by wise legislation, but who knows what that should be?

The teacher cannot but sympathize with the movements of his times. The papers are now full of discussions of the "strikes" in several cities; probably this year will be known hereafter as "the year of the strikes." Prosperity has attended the American workman for a hundred years, and though of an inventive turn he knew nothing of "strikes." Nowhere had the workman been held in higher esteem, nowhere had he been paid higher wages, nowhere were there such opportunities for becoming an employer himself.

President Garfield is but one example of the rise of a man from the lowest point, step by step, by means in the hands of every one in America. He did not feel that the avenues to wealth or distribution were blocked, and employ force to advance himself. He employed those old foundation principles—Industry, Economy, and Intelligence.

The children go from the schools, and at home hear of efforts to compel prosperity—"the strike"—for compulsion is at the bottom. They are learning lessons, and when they grow up will practice them. Now there are principles at the bottom and children should know them. The employee has rights—among these are the right to join with others for good purposes, to name the wages he desires, to fix the hours he chooses to work. He has no right to compel the payment of such wages as he may want, or to force the employment or discharge of some particular man. How would it be if the teachers would combine and say they would not teach but three hours a day, that all should be paid the same sum in large and small districts, that they would not teach geography at all, that they would not have German children, or perhaps Irish, or perhaps Italian.

The reign of force is over. The time is coming when war will be most unpopular. The strike-business is a return to the days of violence. In Chicago it appears that there are no small number of persons who think if more wages or less hours are refused they may engage in terrorism, murder, arson, and robbery. These are extremists of course, but they show the essence of the strike to be compulsion. In Chicago good wages are ready for every man—it is not want that causes these acts that make an American blush; the dynamiters, and nihilists, driven from Europe, have been sowing seeds of discontent, and they have sprung up, and the crop is a most unpleasant one.

But the American mind is an intelligent one. Thank God we have public schools, and those who have been trained in them will not be easily led to attempt by force to increase their incomes. The example of Franklin, of Cooper, of Garfield, and thousands of others, are before the children. They were temperate, industrious, economical, and strove for education and intelligence. By those steps they succeeded. What they have done other men can do.

MR. POWDERLY is reported to have planned that the "unions" of workingmen should be used for educational purposes. The idea is a good one, but hardly practicable, as soon appeared. The ignorant supposed that it was only necessary to use compulsion and the employer would double wages. We hold firmly to the opinion that education is the ladder by which the workingman will rise to better things; it has already bettered his condition.

AMERICA has its perils, and the one before it now is the peril of falling into bondage to the uneducated. We need vigorous high schools to carry the best intellects of the people up into the region where they can comprehend the highest thought. The high and normal schools of this country are stairs by which these may ascend among the educated circles. It is in the interest of the whole country that a means should exist by which a worthy pupil may ascend from the lowest rank in life to the highest level education has reached. Support and extend our high school system. It is not the educated classes that gather in mobs; the uneducated and the half educated may do it. Make the higher schools flourish.

There never was a time in this country when the need of education was more apparent than to-day. We have men who can read and write, enough of them, but they are led by glib talkers; and the newspapers, desirous of selling their wares, dare not discuss the solid underlying principles of human action. Now we see the need of high schools; they were established with a protest. The high schools and the colleges are going to be our solid help in the strain that is coming. We need thinkers; the mere power to read does not emancipate a man.

THE relation of the public schools to such matters as the present labor troubles is thus set forth by Pres. Sprague in his inaugural address:

"A thorough education of every child in all the matters upon which his influence as a citizen is liable to be exerted; an education, too, that shall give him a firm grip upon fundamental principles, and give those principles a firm grip upon him; an education that shall insure quickness and accuracy of judgment; an education that shall make him passionately fond of his country; an education thoroughly pervaded by the sentiments of honor and inflexible justice—that is the standard. The best institutions for secondary instruction are none too high to impart this training. Nothing short of a thorough and prolonged school course under upright teachers can suffice. How to draw every young person into such a curriculum, and to keep him there during the years of study, is the question. It cannot be by compulsion; it must be by means yet untried; perhaps by liberal pecuniary rewards bestowed for good conduct and good scholarship—rewards so liberal that the poorest parent can well afford to lose the earnings of his child during those studious years.

"For want of such education of every child, the nation, every state, and nearly every county, city, and town are suffering to-day; burdened, many of them, with unnecessary debt and taxation; burdened sometimes with sorrow and shame; burdened, all of them, with anxious forebodings. For want of such education of every child, some twenty years ago we threw into the fire of civil war ten thousand million dollars, sacrificed eight hundred thousand lives, the flower of American manhood, and filled the whole land with mourning. For want of such education of every child, the thoughtful patriot fears lest mobs, or dynamiters, or nihilists destroy life and property. In such education of every child is found the prevention or the cure for every political evil we feel or fear."

OCCASIONALLY we still find in an educational paper lines that show an entire want of sympathy with the new educational spirit that is abroad. They are less in virulence and quantity than they once were; and the probability is that they will wholly disappear in a few years. Some cannot comprehend the new spirit; they have been slaves to routinism so long that they come to like it. Others are utterly ignorant of educational principles; they could lay out lessons and hear them recited and nothing more. Both of these classes oppose any reform. The reform, however, has set in; it has come to stay; it is bound to spread. The march of education is apparent to those outside of the school-room.

WHAT IS YOUR AIM?

The object of the school is three-fold—education, training, and knowledge; education develops power; training forms habits; knowledge gratifies and satisfies. Human beings need all these; the teacher must give his pupils development, readiness, and information—not one but all.

When a pupil at — Academy, on my first introduction, one morning, the teacher asked a few hurried questions, and then put a Latin grammar into my hand. "Learn that," he said, pointing to the first declension. When called before him in an hour, he heard me repeat, "Musa, musae, musae, musam, musa, musa," and I was dismissed to my seat.

When a pupil at — High School, the principal strove to have us handle Euclid and Bourdon with readiness. Many a pupil demonstrated certain tough theorems a hundred times over. To solve knotty equations containing exponential quantities, we gave hours and days.

When a pupil at — School, the question that was eternally rung in the ear after a statement was "Why?" A mere statement without a reason was greeted with derision. Seeking for principles, the underlying principles, is a much higher object than dexterity or knowledge, though both these are valuable.

How shall we educate? is yet a subject for discussion. What are the highest products of the teacher's art? The great teachers of the country, for we have such, aim at character; they train and demand acquirement with that as the end. It is a difficult thing to educate; you can obtain the knowledge-end or the training-end much easier. The half-grown teacher stops this side of character—a good way this side; so that we have turned out of our schools every year classes of young men and women who have had nothing done for their souls—their higher natures have not been reached.

The "New Education" proposes a consecration of the teacher to the highest and best work that he can do. Some years since, I listened to a lecture by Prof. Calkins, to the primary teachers, at the Saturday morning class. The subject was "Methods in Number," and after instructing as to the ways by which the pupil obtained a knowledge of numbers, he gave approved methods of teaching. He closed by saying: "Do not forget there is something higher to be obtained than mere glibness in the multiplication table." The solemnity of the utterance impressed me and, doubtless, all who heard him.

Dr. Arnold said: "I would have the teacher a gentleman." Dr. Arnold was not specially an educator; he was a great man in the teacher's chair. The reason he is put prominently among the educators is because he was a thinker on education; few stop to think. "Boys, learn, and recite your lessons," is the maxim by which most teachers live and manage their schools.

We are rising to a higher level. The teachers are becoming emancipated; the teaching of to-day through the country, cities, and all, is fully twenty-five per cent. higher than it was ten years ago. In some places it is fifty per cent.

The poorest school will educate a little, train moderately, and impart knowledge somewhat. The proportions will be found to vary, as we go from school to school, as the end sought is education, dexterity, or information. To merely obtain the answers to questions, as "what is a noun?" "what is the capital city of Ohio?" is the end sought by most. So far, so good. But what sort of men will these pupils make? The knowledge is not organized. They will have no principles of action, something else is needed. The teacher may then determine to add dexterity, glibness, and promptness. There is something gained by that, but there is more to be done; the real teacher must not stop here.

THE indications are that the next meeting of the New York State Teachers' Association will be one of the best ever held. The following speakers have been secured: Col. F. W. Parker, Prof. W. H. Payne, of Ann Arbor, Dr. MacVicar, of Toronto, Supt. J. McAllister, of Philadelphia, besides the following from within the state: Supt. W. J. Ballard, of Jamaica, Physical Training; Principal C. D. Larkins, of Fayetteville, Non-Professional Training; Principal A. W. Norton, of Elmira, Morals in the Public Schools; Principal A. C. Ferrin, of Keeseville, Memory; Supt. Sherman Williams, of Glens Falls, Elementary Natural Science; Miss Jennie Merrill, of New York, Kindergartens; Charles R. Wells, of Syracuse, Penmanship; Willard A. Cobb, of Lockport, Journalism; E. B. Fanchaw, of Palmyra, Schools and Strikes; W. H. Callahan, of Penn Yan, Intellectual Arithmetic;

Com. Cole, of Port Leyden, Common Schools. The full program will be ready for distribution some time during the present month.

MECHANICAL accuracy is worth a good deal. Some teachers mark a piece of work, for example, "M. A. 10," to indicate that it is neatly written, &c. This the pupil deserves, even if there are mistakes. It is hard to mark a pupil low who comprehends a problem but does not write out the work nicely; and again it is hard to give no credit to a pupil who has taken the utmost pains in penmanship, &c. The teacher should let his pupils know that he sees and appreciates their efforts in all directions. But again, do not give too much credit to mechanical attainments. A pupil who comes in quietly, and sits quietly, and answers respectfully, is always over-estimated, especially by women teachers. The rough, uncombed boy is not so pleasing a pupil, but he may be a jewel after all.

AN assistant master in an English school has received a letter stating that in consequence of his being below the standard of height, fixed by the college committee, he cannot be employed another year. It seems by this that our English brethren intend to measure a school-master's fitness for his position by his height as well as by his talents.

THE END OF EDUCATION.—"To render the individual, as much as possible, an instrument of happiness, first to himself, and next to other beings."

"The promotion of human happiness, human virtue, human perfection."—JAMES MILL.

MISS MILDRED RUTLEDGE, a young school teacher of Ill., has been indicted by the Grand Jury of Christian County, for administering severe punishment to one of her pupils. It is alleged that she flogged one of her scholars, a boy, with a raw-hide, giving him fifty or sixty lashes with such force as to draw blood. This belongs to a past age, but we shall soon emerge from the darkness of antiquated methods of school-government into the clearer light of rational and civilized incentives.

GENERAL MERRILL, of West Point, was recently asked if his classes were kept full, and he replied: "There are always more or less vacancies on account of rejections. There are about thirty rejections out of say 180 appointments. The class of students who come to West Point are somewhat better than formerly in point of education. There are some who think that the competitive examinations fail to bring us the best students for cadets. I am inclined to think that the boy who goes to the front in such a test has good blood in his ancestry, which is the test that others would put on his appointment regardless of examinations."

A teacher recently said: "Why should I take an educational paper? I have my text-books, my institute hints, Page's Theory and Practice of Teaching, and Payne's Lectures. My superintendent visits my school frequently and gives me hints. I know what my pupils want, and am trying to the fullest extent of my ability to help them. A paper cannot help me. It would be better for me to put the money I should spend for a paper into two good books. These would stay to comfort and aid me for many years; the papers would be destroyed."

This teacher is like thousands of half-civilized people who are perfectly satisfied with their condition. They are deprived of the comforts of life, and are satisfied in their ignorance. If they could, for only a short time, enjoy a civilized way of living, nothing could induce them to return to their old way. What before was comfort would be discomfort, because they had learned to enjoy something far better than what they had been used to. Improvement creates dissatisfaction, increases wants, and intensifies desires. The most self-satisfied man is the most ignorant one.

THERE are a few strong reasons why every teacher should take an educational paper. It gives the news of the profession. It affords a medium for the interchange of opinions. It records difficult ways of teaching. It usually contains hints and materials for general exercises. It contains notices of the latest books. Its editorials are usually worth reading, on account of the matter and inspiration they contain.

ALL professions have their professional current literature. Why should we be an exception to the general rule. If teaching ever comes to be on an equality with

other learned callings, it will be mainly through interchange of thought, through discussion, and through the influence of educational journalism.

A paper cannot be edited to suit everybody. This could not be expected. But a good paper should suit the majority of its thinking readers. Adaptation is the law of success. It would not pay to manufacture an article that is not suited to the wants of the people. An educational paper cannot be made to suit the wants of teachers as they ought to be, or as they may be in the future, but as they now are. Such a paper is invaluable.

CORRECT speaking and correct writing can only be learned by constantly speaking and writing correctly. No incorrect form should ever be presented to pupils until they reach the age of careful reflection. The custom of writing incorrect syntax for children to correct, is a vicious one. Many teachers who are now breaking away from the cast-iron method of teaching, parsing, and analysis, are diluting the old forms by an infusion of weaker ones—i. e., they are training children to use words for the sake of using them, without regard to the thought that should always inspire their use. They lead children to make sentences, using "are," "is," "been," etc., just (as I have said) for the purpose of using the word. Now, if the child is continually writing, from the second year to the eighth inclusive, and every sentence is written under the stimulus of thought, he will use all the necessary words correctly and repeatedly. There is, therefore, little or no need of purely word lessons.

F. W. P.

BUT the teaching of grammar is infinitely better than the old way of taking a sentence, that was made to express a beautiful thought or behind which lies a grand picture, and mangling it by hard names, cutting it into minute pieces, hanging its mutilated remains on cruel diagrams; while the author's meaning remains as far away from the pupil's mind as the bright stars in heaven. There will come a time, in the course of proper development, when teaching technical grammar may be made a most excellent and profitable study; when the rich mines of thought and emotion, of which our literature is full, may be opened to the growing minds of children. Technical grammar, to my mind, as it is usually taught, effectually disgusts children, and bars the way to deeper insight into the beauty and strength of language.

F. W. P.

OBJECTIONS are raised to the object method of teaching number, because the eye and hand can take in so few things at a time. This objection is illogical to the last degree; for it is of the utmost importance that our measures of values, that can be obtained only through the senses, be as distinct to the mind as the actual yardstick or bushel to the measurer. You can easily see how a slight fault in the standard would bring about an immense error in great numbers of things. Precisely in the same way, if the standards of measure are not distinct in the mind, the imagination of numbers of things that lie beyond the sense-grasp, will be weak and wrong. Thus you see that the illogical argument of the objectors to object teaching is, in reality, the very strongest reason that can be given in favor of such teaching.

F. W. P.

HOW SHALL, or rather how *must* number be taught? I use this word *must* because, primarily and fundamentally, there is only one way to teach number—that is, by direct observation of numbers of objects. We may, it is true, teach the language of number, leaving the association of the language with the ideas they should recall, to accident, and fondly imagine that we are teaching number. As well might we try to teach the facts in botany without plants, in zoology without animals, form without forms, and color without colors, as to teach number without numbers of objects.

F. W. P.

WHAT teacher ever received a class from a lower grade, fully prepared for the work fixed by the examination for her grade? We have never found one. Supposing children have been in the school three or four years under poor teaching, and do not know anything thoroughly—cannot read, write, reckon, or think. Now the teacher who takes such poorly prepared pupils, must choose one of two courses. She must do the children under her charge the greatest possible good, by teaching them thoroughly what they have failed to learn, and then have them fail entirely of passing the uniform examinations; or by sheer force of verbal memory, the paragraphs, pages, and propositions necessary for the test, may be put into their minds.

F. W. P.



GRIMSBY PARK, ONTARIO.

THE NATIONAL SUMMER SCHOOL OF ELOCUTION AND ORATORY, GRIMSBY PARK, ONT.

This school, which has its home during the year in Philadelphia, is to hold its summer session in Ontario at Grimsby Park. This summer resort is delightfully situated on the south shore of Lake Ontario, on the line of the Grand Trunk Railroad, twenty-five miles west of Niagara Falls, and eighteen miles east of the city of Hamilton. It was organized as a summer resort eleven years ago, and the salubrity of the climate and the beauty of the location have caused it to grow in size and importance, until it now numbers about one hundred cottages and two large hotels, and is yearly visited by thousands of people. A telegraph office, post-office, and railroad station are on the grounds. There are two mails east, and two west daily. The park is well shaded with large forest trees, and is lighted by electricity.

It is the aim of the school to afford such thorough instruction in elocution that its students may be able to apply artistically to each style of composition its appropriate form of delivery—in a word, to make



natural, elegant, and forcible readers and speakers for the home circle, the drawing-room, the school-room, the reading circle, the church entertainment, the lyceum, the pulpit, and the public platform. By appropriate exercises, purity, power, and flexibility are secured,

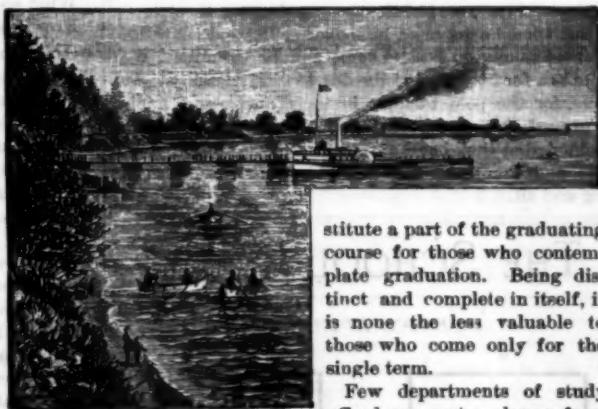


BOATING AND BATHING SCENE—GRIMSBY PARK.

the elementary sounds of the language, and upon the principles of articulation, syllabication, and accent. In connection with this, the principles governing gesture will be clearly set forth, and regular exercises given in all its specific forms. The instruction is based on a combination of the English and French (or Delsarte) systems of gesture. A course in calisthenic exercises is also given. Instruction will be given in Bible and hymn reading, Shakespeare, and current literature. Choice selections will be carefully prepared by advanced students, and recited for criticism before the different teachers. Expressive reading is the fruitage and perfection of elocutionary training. Here the student will be required to blend all the preceding processes and subordinate them in obedience to the demands of the selection.

What some speakers have learned through long years of experience may be acquired in a short time by a well-devised course of study. This form of oratory will be cultivated in the most practical manner. The mental composition of a speech, the construction of plans, the modes of introduction, the acquisition of fluency and boldness, the best modes of extempore delivery, will be carefully taught. Methodical practice will be afforded in discussion and other forms of address, with criticism of both matter and manner. Special classes in other phases of elocutionary and oratorical work, adapted to the particular needs of teachers, clergymen, lawyers, public readers, and all classes of advanced students, will be organized as may be required.

The instruction is given in the form of lectures and class drills. Each member of the faculty is a specialist in his department, thus insuring a degree of proficiency and completeness that can not be attained where one teacher fills all the departments. The work of the school is thoroughly practical, and the student may feel assured that his time will be wisely and profitably employed in the study and practice of the important subjects above enumerated. The summer term will con-



STEAMBOAT PIER—GRIMSBY PARK.

stitute a part of the graduating course for those who contemplate graduation. Being distinct and complete in itself, it is none the less valuable to those who come only for the single term.

Few departments of study afford so great a change from the ordinary routine as elocution. There is recreation in

the study itself. After months of toil in the school room, the study, the pulpit, or the counting-room, the pupil, by the complete change of thought and surroundings, will lay in a new stock of health and strength for the ensuing year's work, and at the same time will add to his mental capital a knowledge of a vitally important and exceedingly practical subject. With only three hours of class work each morning, there will be left ample time for recreation, even after deducting an hour or two for necessary study and practice. The lake affords opportunity for rowing, sailing, fishing, and bathing. Pleasure boats may be hired at moderate rates. The roads are good for riding, driving, and bicycling, and the grounds afford opportunities for lawn tennis, croquet, and other sports. Recreation and study are thus happily combined, and each serves to give zest to the other.

The maximum of daily school work in Prussia is seven hours for children eleven years of age, up to nine hours for those sixteen years and upward. The standard is still higher in Denmark. A large percentage of the children under such systems are reported as sickly.

In New Brunswick the average salary of the grammar school teachers is \$817.71. The average salary of the first-class female teachers is \$333.33.

THE GOSPEL CONCERNING OBSERVATION.—I.

By Supt. CHARLES JACOBUS, New Brunswick, N. J.

[QUESTION: Do you cultivate the powers of observation in your pupils, not only with reference to material things, but also the mental and the moral; and do you realize that accurate observation of even the commonest things in the physical world, accompanied by vivid description will lead to more rapid advancement in the mental, and an ability to distinguish and discriminate in the moral?]

The results of careful observation have been repeatedly shown in the history of the past. Some of the most important discoveries that have ever been made; discoveries that have added to the material wealth and physical comfort of the race; that have tended to make progress more rapid; that have increased the ability to develop the inexhaustible resources of nature; that have defied space in the interchange of thought, and even made a whisper so mighty as to be heard across rivers, through valleys and over mountains; that have utilized the apparently waste products of Nature's laboratory, till the refuse has been transformed into the most brilliant and variegated dyes; these discoveries, I say, have been the result of careful observation on the part of souls whose eyes were open to the revelations of the natural world.

Canon Farrar says:—"If the powers of observation had been properly cultivated the most important discoveries of modern times would have been anti-dated by centuries."

One may have one's eyes wide open and yet practically be asleep. The trouble is we are *somnambulists* moving about in the midst of the forces and the phenomena of the visible and invisible world, apparently with our eyes wide open, yet we do not see. The imprint of feet in the sand, clearly marked, elicits not the spirit of inquisitive thought, or thoughtful inquisitiveness. The shadow with definite outline is viewed with regard to itself only, and our unobserving minds do not go back to the reality of the substance that causes the shadow to fall.

Nature makes her revelations, but she will not make us see them so as to understand them. She does not compel souls to be her votaries, but she richly rewards those carefully observant and earnestly inquiring concerning her phenomena.

The gospel concerning observation is found in the Old Testament, viz.: Exodus III., 3d and 4th verses. "And Moses said, I will now turn aside, and see this great sight, why the bush is not burnt. And when the Lord saw that he turned aside to see, God called unto him."

The God of Nature, we are led to infer, would not have hailed his disciple had not the spirit of observing inquiry been manifested.

It was because the Lord saw that he turned aside to see the "why and the wherefore," to investigate the causes of what was to him an unexplainable phenomenon; that led to a revelation of Himself. Just so with Nature (to personify the force of which God is the author); her phenomena need careful examination. And she hails with delight those who, with reverent heart and earnest inquiring spirit, pause before her manifold mysteries.

As a great light, she may be said to stand behind her processes and her phenomena, and thence cause her shadows to fall—some, distinct and immediately suggestive of that which casts it; others, less pronounced, more delicate, and, except to the watchful eye, well nigh obscure.

The first gates of her treasure-house are to be unlocked by the key of observation, the rest, it may be, by diligent search coupled with close observation. The soul that enters her first gates will be interested, it may be, delighted. The one that thoughtfully enters those stationed farther on will be instructed, and will worship more intelligently.

The walls that screen nature, and her secrets, from the common gaze of common souls are of different heights, and of different strengths, but are from within, outward, ever enlarging in circumference as they increase in height, and every individual soul is at the centre of these concentric circular walls.

The cities of ancient times were fortified with greatest strength, at the inmost citadel. The outer fortifications being taken, those within were successively stronger and stronger, though within smaller limits, and the opposing forces contracted the circle of their varied attacks, and thus concentrated their efforts, with more hopes of success, against the centre of material strength. Greater but fewer difficulties were successively presented till the one citadel, the last hope, remained. Not so with Nature. Man may be regarded as *within* the circles of her mysteries, and passes, with the passport of knowledge, from within outward, ever enlarging his domain. The walls at first are more easily scaled, and greater

the various qualities and modulations of the voice are developed, and its proper management established. The instruction embraces a careful drill upon

difficulties are continually appearing. The boundary at the same time is increased. The difficulties are increased not only in number but also in extent. To the earnestly inquiring soul, enlarged fields of inquiry are opened up. The completion of one (if, indeed, that be possible,) reveals the boundaries of others. As in telescopic work, increased power of the lenses brings into view new worlds and systems of worlds, and yet leaves "stardust" still, unresolved, suggesting more extended fields for more powerful lenses still, so, in the depths of nature beneath the skies, ability to fathom hitherto unfathomable depths, reveals ever a deeper depth; and, as the powers of observation are strengthened for each successive victory, Nature thus gives encouragement to the inquiring soul.

EXAMINATIONS.

CHARLES KINGSLEY, IN "WATER BABIES."

Then Tom came to a very famous island, which was called, in the days of the great traveller, Captain Gulliver, the Isle of Laputa. But Mrs. Be-done-by-as-you-did has named it over again, the Isle of Tomtoddies, all heads and no bodies.

And when Tom came near it he heard such a grumbling and grunting and growling and wailing and weeping and whining that he thought people must be ringing little pigs, or cropping puppies' ears, or drowning kittens; but when he came nearer still, he began to hear words among the noise, which was the Tomtoddies' song, which they sing morning and evening, and all night, too, to their great idol, examination.

"I can't learn my lesson, the examiner's coming!"

And that was the only song which they knew.

And when Tom got on shore the first thing he saw was a great pillar, on one side of which was inscribed, "Playthings not allowed here," at which he was so shocked that he would not stay to see what was written on the other side. Then he looked round for the people of the island; but instead of men, women, and children, he found nothing but turnips and radishes, beet and mangel-wurzel, with a single green leaf among them, and half of them burst and decayed, with toadstools growing out of them. Those which were left began crying to Tom, in half a dozen different languages at once, and all of them badly spoken: "I can't learn my lesson; do come and help me!"

And one cried, "Can you show me how to extract this square root?"

And another, "Can you tell me the difference between a Lyrae and B Camelopardalis?"

And another, "What is the latitude and longitude of Snooksville, in Norman County, Oregon, U. S.?"

And another, "What was the name of Mutius Scaevola's thirteenth cousin's grandmother's maid's cat?"

And another, "Can you tell me the name of a place that nobody ever heard of, where nothing ever happened, in a country which has not yet been discovered?"

And so on, and so on, and on.

"And what good on earth will it do you if I do tell you?" quoth Tom.

Well, they didn't know that; all they knew was, the examiner was coming.

Then Tom stood on the hugest and softest turnip you ever saw filling a hole in a crop of Swedes, and it cried to him, "Can you tell me anything at all about anything you like?"

"About what?" said Tom.

"About anything you like, for as fast as I learn things I forget them again. So my mamma says I must go in for general information."

Tom told him that he did not know General Information, nor any officers in the army, only he had a friend once that went for a drummer; but he could tell him a great many strange things which he had seen in his travels.

So he told him prettily enough, while the poor turnip listened very carefully, and the more he listened the more he forgot, and the more water ran out of him.

Tom thought he was crying, but it was only his poor brains running away from being worked so hard; and as Tom talked the unhappy turnip streamed down all over with juice, and split and shrank till nothing was left of him but rind and water, whereat Tom ran away in a fright, for he thought he might be taken up for killing the turnip.

Tom was so puzzled and frightened with all he saw that he was longing to ask the meaning of it; and at last he stumbled over a respectable old stick lying half covered with earth. But a very stout and worthy stick it was, for it belonged to good Roger Ascham in old

time, and had carved on its head King Edward the Sixth with the Bible in his hand.

"You see," said the stick, "they were as pretty little children once as you could wish to see, and might have been so still if they had been only left to grow up like human beings, and then handed over to me; but their foolish fathers and mothers, instead of letting them pick flowers, and make dirt-pies, and get birds' nests, and dance round the gooseberry bush, as little children should, kept them always at lessons, working, working, learning week-day lessons all week-days, and Sunday lessons all Sunday, and weekly examinations every Saturday, and monthly examinations every month, and yearly examinations every year, everything seven times over, as if once was not enough, and enough as good as a feast—till their brains grew big, and their bodies grew small, and they were all changed into turnips, with little but water inside; and still their foolish parents actually pick the leaves off them as fast as they grow, lest they should have anything green about them."

"Ah!" said Tom, "if dear Mrs. Do-as-you-would-be-done-by knew of it she would send them a lot of tops, and balls, and marbles, and nine-pins, and make them all as jolly as sand-boys."

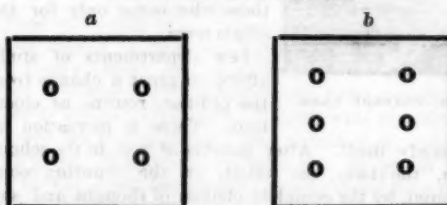
"It would be of no use," said the stick. "They can't play now, if they tried. Don't you see how their legs have turned to roots and grown into the ground, by never taking any exercise, but sapping and moping always in the same place? But here comes the examiner-of-all-examiners. So you had better get away, I warn you, or he will examine you, and your dog into the bargain, and set him to examine all the other dogs and you to examine all the other water-babies. There is no escaping out of his hands, for his nose is nine thousand miles long, and can go down chimneys and through key-holes, up-stairs, down-stairs, in my lady's chamber, examining all the little boys, and little boys' tutors likewise. But when he is thrashed—so Mrs. Be-done-by-as-you-did has promised me—I shall have the thrashing of him; and if I don't lay it on with a will, it's a pity."

Tom went off, but rather slowly and surlily, for he was somewhat minded to face this same examiner-of-all-examiners, who came striding among the poor turnips.

But when he got near, he looked so big and burly, and shouted so loud to Tom to come and be examined, that Tom ran for his life, and the dog too. And really it was time, for the poor turnips, in their hurry and fright, crammed themselves so fast to be ready for the examiner, that they burst and popped by dozens all round him, and Tom thought he should be blown into the air, dog and all.

THE SCHOOL-ROOM.

A DEVICE IN NUMBER.



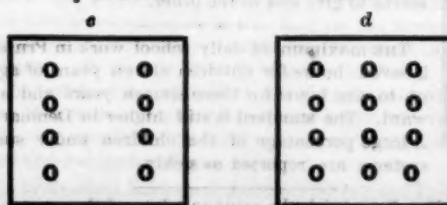
Draw squares upon the blackboard. Write questions upon the blackboard, or ask them orally.

What is the name of the first square? (a). The name of the second? How many straight lines in a? How many in b? How many in a and b? How many corners in a? How many in b? In a and b? How many right angles in a and b? How many dots in a? How many two's in a? What is one-half of a? One-fourth of a? What is one-half of one-half of a?

How many dots in b? How many more in b than there are in a? How many two's in b? How many three's in b? How many four's in b?

$$\frac{1}{2} \text{ of } b = ? \quad 2 \text{ } 3s = ?$$

$$\frac{1}{4} \text{ of } b = ? \quad 3 \text{ } 2s = ?$$



Find all the equal numbers in c.
Find all the equal numbers that make c.

Separate c into all the equal parts you can.

Find all the twos of unequal numbers you can that make c.

Separate c into all the twos of numbers you can.

Same questions answered in regard to d.

Equal numbers in d.

$$12 \div 3 = 4 \quad 12 \div 6 = 2$$

$$12 \div 4 = 3 \quad 12 \div 2 = 6$$

Equal numbers that make d.

$$3 \text{ } 4s = 12 \quad 2 \text{ } 6s = 12$$

$$4 \text{ } 3s = 12 \quad 6 \text{ } 2s = 12$$

Equal parts of d.

$$\frac{1}{2} \text{ of } 12 = 6 \quad \frac{1}{3} \text{ of } 12 = 4$$

$$\frac{1}{4} \text{ of } 12 = 3 \quad \frac{1}{6} \text{ of } 12 = 2$$

Twos of unequal numbers that make d.

$$11 + 1 = 12 \quad 8 + 4 = 12$$

$$10 + 2 = 12 \quad 7 + 5 = 12$$

$$9 + 3 = 12 \quad 6 + 6 = 12$$

d separated into two's of numbers.

$$12 - 1 = 11 \quad 12 - 7 = 5$$

$$12 - 2 = 10 \quad 12 - 8 = 4$$

$$12 - 3 = 9 \quad 12 - 9 = 3$$

$$12 - 4 = 8 \quad 12 - 10 = 2$$

$$12 - 5 = 7 \quad 11 - 11 = 1$$

$$12 - 6 = 6$$

NOTE.—Pupils will very quickly understand the above directions. When they do, place several squares, with dots, marked a, b, c, etc., on board, and require pupils to analyze the numbers.

GEOGRAPHY.—ELEMENTS.—V.*

BY ALEX. E. FRYE, Cook Co. Normal School.

FORM AND MOTIONS OF THE EARTH.

1. *Apparent form of the earth.*
How far away is the horizon?
If you should travel westward, could you ever reach it? Why?
What is always the shape of the horizon at sea or on a plain?
Do the clouds touch the horizon? Why do they seem to?
What seems to be the shape of the sky?
How far can you see when you look upward to the sky?
Can you see as far along the surface of the earth? Why?
Why must you climb high to see a long distance?
From what part of a ship can sailors first see land?
What part of a ship disappears last as she sails to sea?
Why are lighthouses built high?
What is always the shape of the earth's shadow on the moon?
Has any one ever found the edges of the earth?
If the earth were flat upon what part would the sun shine when it first rises?
Could the sun then shine upon any part when it is night here?
Is the time of day the same all over the world? Reason?
If it were flat and you did not live in exactly the centre, which would be longer the A.M. or P.M.?
If it were flat could all nations see the same or different stars?
In what directions do the sun and pole-star seem to move as we travel south for many days?
Who first sailed around the earth?
 2. *Apparent Motions of the Sun.*
What is the color of the sun?
Has it always the same color and shape?
How large does the sun seem to be?
When does it look largest? Smallest?
Where is the sun on a cloudy day?
What is farthest from us, the sun, moon, or clouds?
- Proof?
- Where is the sun at night?
Of what use is night?
What do we call the light just before sunrise? Sunset?
Do you know what causes dawn and twilight?
Of what use are they?
Can you tell the story of Cinderella, and why the prince of light can never overtake the dawn?
Who are little Red Riding Hood and the wolf, and does the ocean really swallow the sun?
Which is longer, day or night?
Are all days equally light and all nights equally dark? Why?
When does day begin? Night?
What is the meaning of A.M., P.M., and M.?
When is it evening, and how long is noon?
What changes occur in nature during the evening and morning?

Where does the sun seem to rise? Set?
When does it rise?
Does it always rise in the same place?
Does it always rise at the same time of day?
How often does the sun seem to travel around the earth?
In what direction?
If the sun does not travel around the earth, how else may day and night be caused?
Can you feel the earth turning? Can you see it turning?
If the earth turns (or rotates) in what direction must its rotation take place? How often?

Does the sun rise earlier in summer or in winter?
When does it rise exactly in the east and set in the west?
When does it rise farthest north? South?
When do we have longest days? Nights?
When are they equal?
Is the sun always in the same place at noon?
Does it ever come directly over our heads?
In what season do trees cast the longest shadows at noon?
When does the sun rise highest in the sky at noon?
When does it travel in its lowest arch?
Where is the sun's path when we have longest days?
How long does it require to make the change from the highest to the lowest arch?
What season begins when the sun is in its lowest path? Highest?

Is the sun travelling now towards its high or low arch?
Mark the limit of the sunlight on your school-room floor or wall every Wednesday at noon and discover which way the sun seems to travel, when he is farthest north and south, when he seems to stop, change direction, and travel most swiftly.

What uses of the sun do the following words suggest: Day, summer, melt, dry, time-table, compass, dates, moon, fruit, eggs, force, scavenger, winds, rain, seeds, ten, color, bleach, and rainbow?

3. Apparent Motions of the Moon.

How often does the moon rise?
When does it rise?
In what direction does the moon seem to travel?
Does it always move in the same path?
Do the moon and sun rise in the same place?
When the moon is rising could you not go to the horizon and touch it?
Which is longer, a day measured by the moon or by the sun?

When does the moon travel in its highest arch?
Which seems to travel faster, the sun or the moon?
Where is the moon during the day-time?
What is the "harvest moon"?
Is there "a man in the moon"?
How often do we have a new moon?
Draw all the shapes of the moon you have seen.
Where is the sun when we see a full moon? New moon?

Are the ends of the crescents turned toward or from the sun?
Is the sun east or west from the moon when it is waxing? When waning?

What part of the moon is always light? Of the earth?
Were is the sun when we have an eclipse of the moon?
Where is the moon when we have an eclipse of the sun?
Did you ever see an eclipse of the moon in the day-time?

What are the uses of the moon?
4. Apparent Motions of the Stars, Planets, etc.
What becomes of the stars when the sun rises?
Did you ever "see stars" in the day-time?
Which are farther from the earth, the stars or clouds?
Where is the Pole star?
Does it ever rise or set?

Where is the Great Dipper or Plough?
Which of its stars are called "pointers"? Why?
Does the North Star ever change its position?
Is the Great Dipper always in the same place?
In what direction does it seem to travel?
Does it travel in the same direction as the other stars?
Does its handle ever point toward the North Star?
In what part of the Little Dipper is the North Star?
Does the Little Dipper ever seem to move? In what direction?

Does either Dipper ever dip below the horizon?
Do they ever vary in distance from the Pole Star?
Can you find the Pleiades? The Northern Cross?
Are they always in the same place?
Do they always travel in the same path?

Do they rise and set?
Which is longer, a day measured by sun, moon, or a star?

How do you know the planets from the stars?
Try to count the planets, then the stars.
Where is the Milky way?
Is it always in the same place?
What is the color of Mars? Of Venus?
Do any planets ever come between us and the sun?
What do we mean by morning and evening star?
Which is morning star, now? Evening star?
Do you know any stories or myths about the stars?
Have you read Bulfinch's "Age of Fables," or King-ley's "Greek Heroes?"

What is a comet?
Does it rise and set like the stars?
Does it look like a star?
Is its head or tail turned toward the sun?
What are meteors and shooting stars?
In what month do we generally see the greater number of "falling stars"?
Draw a star—a comet—a planet.
What are the uses of stars? Planets?
What is the meaning of this little poem:
"The night hath a thousand eyes, the day but one,
And the light of the whole day dies with the setting sun.
The mind hath a thousand eyes, the heart but one,
And the light of the whole life dies when love is done."

AN EXERCISE FOR THE SENSE OF HEARING.

To develop the sense of hearing, the teacher may have a bell, bowl, glass, piece of wood, tin, stone, etc., the teacher striking them each in turn. Lead the pupils to notice the difference in sound and tone; after which have the children close their eyes, the teacher strikes one of the objects, and asks who can tell which it is; or she may lay something between the objects and the class, and strike the objects one at a time, and call on the different pupils to name which object was struck. After a few lessons there will be a decided improvement. The teacher may now sing the first three tones of the scale with the syllable *la*, having the pupils give the numeral or syllable name of the tones. Next, sound the first, third, and fifth; then the third, fifth, and eighth. If he has a piano or an organ in the room (and if not, he can buy a metalophone for ninety-eight cents, which will answer every purpose,) he can strike any of the tones of the natural scale, having the pupils write on their slates the numeral names of the tones as fast as he strikes them (slowly at first, until they are able to do it more rapidly). Perhaps in the eighth lesson of this kind he may give the following: 1, 1, 2, 3, 3, 2, 3, 4, 4, 5, 5, 6, 6, 5, 4, 3, 2, 2, 3, 2, 1. After striking the last tone, call on a pupil to read what he has written. If most of the class is right, ask the pupils to underscore as above. Then have the class sing what they have written, holding on to the tones that are underscored; when, to their surprise and pleasure, they find they have written a tune. The teacher may next have the children sing the following verse to the same tune:

"From the far blue Heavens,
Where the angels dwell,
God looks down on children,
Whom he loves so well."

Newark, N. J.

W. M. GIFFIN.

REPRODUCTION STORIES.

DOING A LITTLE.

A traveler one hot day looked in vain for water for his tired, thirsty horse. At last a lame boy, carrying a pail of water, came out of a farm-house and asked the traveler if his horse did not need some water.
"Yes," said the gentleman, "I was just wondering where I could get some."
The horse finished his draught, and the gentleman offered the boy some money; but it was refused; no urging could induce him to take it. The man was surprised. "Why, then, did you take the trouble to bring the water?" he asked.

"Because, sir, I can only do a very little good, at most. I am lame and my back is bad; but mother says no matter how small the favor is that we can do for others, God loves it just as much as a large one. This place is so far from any stream of water, that horses are always thirsty when they get here, so I keep a pail of water ready for them."

A GOOD JOKE.

A college professor was out walking one day with a student, when they saw an old man hoeing in a corn-field. His shoes, which he had taken off, lay by the side of the road. As it was near sunset, the student proposed to play a joke on the old man. "I will hide his shoes, we will conceal ourselves behind the bushes, and see what he will do." "No," said the professor, "that would give him trouble; but put some money—a dollar—in each of his shoes, then we will hide behind the bushes and see what he will do." This was done, and they hid themselves and watched. When the man had finished his row of corn, he came out of

the field to go home. He put on one shoe, felt something hard, took it off and found the dollar. He looked around him, but saw no one, and looked up gratefully towards heaven. He then put on the other shoe, and found another dollar. He looked at it and looked all around him, but saw no one. He then knelt upon the ground and poured out his thanks to God. The listeners learned from the prayer, that his wife and one of his children were sick, and that they were very poor; so that the two dollars were a great relief sent to them from heaven. The old man arose and went home with a happy face. "There," said the professor, "how much better this is than to have hidden the poor man's shoes." The student's eyes filled with tears, and he said that he would never again play an unkind joke.

WHY SQUIRRELS COUGH.

A great magician, Manabobo, stood in the doorway of his wigwam one day, looking out into the forest. While he was standing there two men went past, carrying a bear. He called to them to stop, and leave him some of the bear's carcass for his dinner. They refused to do this, and he at once turned them into stone. Then he made a great dinner of the bear's carcass, and invited all his neighbors. They were all very hungry, for there was little but roots to be found at that time of the year, so they greedily filled their mouths with the meat. But, alas! as soon as they had done so it turned to ashes and set them all coughing. This made their host so angry that he turned them all into squirrels, and that is why squirrels cough so much.

WHISTLE THE WHINE AWAY.

As two little boys were on their way to school one morning, the small one tumbled and fell. He was not much hurt, but he began to whine in a babyish way—not a regular roaring, boy cry, as though he were half killed, but a little cross whine. The older boy took his hand in a kind and fatherly way, and said:
"Oh, never mind, Jimmy, don't whine, it is a great deal better to whistle." And he began, in the merriest way, a cheerful, boyish whistle. Jimmy tried to join in.
"I can't whistle as nice as you, Charlie," said he; "my lips won't pucker up good."
"Oh, that's because you have not got all the whine out yet," said Charlie; "but you try a minute, and the whistles will drive the whine away."
So he did; and soon they were trudging down the street together, hand in hand, whistling most merrily.

SAVED FROM FREEZING.

A traveler was crossing a mountain alone, in the deep snow. He had been warned that if he allowed himself to sleep he would certainly perish. For a time he went bravely along. But as night came on, and it grew darker and colder, a weight seemed to fall upon his brain and his eyes would close in spite of all he could do. In vain he tried to shake off that fatal drowsiness.
Suddenly his foot struck against a heap that lay across his path. It was not a stone, although no stone could be colder or more lifeless. He stooped to touch it, and found a human body, half buried beneath the fresh drift of snow. The next moment he had raised the man in his arms, and was chafing his hands, and chest, and brow, breathing upon the stiff, cold lips, and pressing the silent heart to his own. He no longer felt cold or sleepy. His care for another had warmed his blood and driven away his sleepiness, as no thought of his own danger could do.

IN HOT WATER.

Tommy, a country boy, went to the city to make a visit. One day, when he had been there about a week, his mother and aunt went out, and left him alone. After playing around for awhile, he went to the bath-room to play with the water. All at once a thought came into his head. He had often waded in the lake at the farm; why not wade in the big bath-tub? He turned one of the two handles above the tub, and the water began to run. While it was running, Tom sat down on the floor and took off his shoes and stockings. Then he rolled up his pants. By this time the water had covered the bottom of the bath-tub, and Tom hopped in. But he jumped out very quickly, screaming at the top of his voice. Poor little Tommy! he had turned the handle of the hot water pipe, and had jumped right in to hot water.—School and Home.

THE TUNE THE OLD COW DIED OF.

In Scotland and the north of Ireland this saying is very common in the mouths of the peasantry, though all who use it may not understand its origin. It arose out of an old song:

"There was an old man, and he had an old cow,
And he had nothing to give her.
So he took out his fiddle and played her a tune—
Consider, good cow, consider,
This is no time of year for the grass to grow,
Consider, good cow, consider."

The old cow died of hunger, and when any grotesquely melancholy song or tune is uttered, the north country people say: "That is the tune the old cow died of."—London Agricultural Gazette.

A CHEERFUL SONG, AND WHAT CAME OF IT.

A little orphan girl named Johanne once lived with an ill-tempered old woman in an almshouse in Stockholm. She used to make hair-plaits, and the old woman took them to market to sell. But she would lock the door when she went away, and keep poor Johanne prisoner till she came back. Johanne usually tried to forget her troubles by working as hard as she could, but one fine day she could not help crying as she thought of her loneliness. Then, noticing the cat, as neglected as herself, she dried her tears, took it up in her lap, and petted it, till pussy fell asleep. Then she opened the window to let in the summer breeze, and began to sing with a lighter heart as she worked at her plaits. As she sang, her beautiful voice attracted a lady, who stopped in her carriage to listen. The neighbors told her about Johanne, and the lady placed her in school. In course of time, Jennie Lind, as the girl was afterward called, became the noted "Swedish Nightingale," the most famous singer of her day.—Christian at Work.

A NEWSBOY.

A poor boy was kicked by a horse and made a cripple for life. He could not work, so he sold papers. He had saved enough money to begin a business in broom-making, but in this he failed. Then he sold papers again, and began buying books with his spare money. When he died he owned 2,700 volumes, which he donated to the public library of Cincinnati.

CURRENT THOUGHT.

A man who is fond of good dinners is seldom "reckless," however "undesirable" he may be as a legislator. Good feeding tends to repose and conservatism. Shakespeare testifies to that. In Jaques' "Seven Ages," the Justice,

In fair round belly with good capon lined,
Is anything but "reckless." So Julius Cæsar:

Let me have men about me that are fat;
Sleek-headed men, and such as sleep o' nights.
Yon Cassius has a lean and hungry look;
He thinks too much; such men are dangerous.

—*Mail and Express.*

A female candidate for superintendent of the public schools in one of the counties of Kansas in an address to the voters said the other day: "I beg you will try me, not by the test of a chivalric sentiment of gallantry, which is all well enough in its place, but by the true standard of merit and fitness alone." She evidently believes in woman's right to hoe her own corn.

A gentleman recently said: I saw in the Fifth Avenue Hotel a few days ago, where he was the guest of a friend, the venerable form of Samuel Swan, for thirty-five years head master of the famous Phillips School in Boston. I presume that no man in the country has started more youth on the journey of life with fairly equipped brains than he. While he was standing in the lobby several old pupils came up to greet him. In talking with a friend I heard Mr. Swan speak of his experience in the matter of corporal punishment, in language that was emphatically against the use of the rod. "When I was young," he said, "it was the custom of the day to whip, and to whip hard. Pupils were sometimes punished to an extreme that was cruelty. We all whipped. But I became convinced long before I retired from teaching that there was no necessity for the use of brute force in a school. For fifteen years before I retired I never laid a hand on a child. I had better results during that period in the government of pupils than at any time during my life."

Boarding-house keeper to applicant for rooms:—"What is your business, young man?" "I am an instructor, Madam. I coach deficient collections." "Eh—what's that?" "A tutor, Madam; I am a tutor." "Oh, one of them gents that plays in the band, eh? All right; I didn't know but what you was one of them poor miserable fellows that gets their livin' by teaching. Come right in, sir."

When old Polonius approaches Hamlet with the question, "What do you read my lord?" the contemplative Dane answers, "Words, words, words."

It is Adelaide Proctor who says:

"Words are mighty, words are living
Serpents with their venomous stings,
Or, bright angels, crowding around us,
With heaven's light upon their wings;
Every word has its own spirit,
True or false that never dies;
Every word man's lips have uttered
Echoes in God's skies."

A noted Englishman who had been flattered and feasted in this country, said, after he had got safely home, "The American people are a nation of liars." Archdeacon Farrar, who ought to know something of the mother country, hints that even the word of an Englishman is not as good as his bond, and that his skill in deceit is making him an object of distrust among the very savages of the Pacific. Dr. South, in one of his remarkable sermons, proves that at least five-sixths of the world is under the immediate inspiration of the Father of lies. David, you remember, said in his heart, "All men are liars." And there are some who think that, were the Psalmist living to-day, he would make the same assertion after deliberate reflection.

ONE warm summer day, the story runs, the REV. DR. PEABODY, of Cambridge, was coming into Boston, and, getting off the car at the Revere House, he nearly collided, in turning a sharp corner, with an elderly gentleman who was standing with his hat off wiping the perspiration from his forehead; but he held his hat in such a position as to give the appearance of begging. Dr. Peabody, seeing only the hat, dropped a quarter into it, with his customary kind remark. Dr. Oliver Wendell Holmes, who was holding the hat, put the money in his pocket, solemnly thanked the giver, and passed on.

Sympathy is the being affected by the joys and sorrows of others, as if they were our own. A low degree of it is doubtless possible as a mere consequence of unreasoning, gregarious action, but the strict parallelism between its elevation and the pitch of intellectual representation is sufficient evidence that these two are closely implicated. We are callous to others' feelings more often because we do not comprehend, than because we wilfully disregard them, and the needed remedy for misdoing is often not so much the wringing of the conscience as the quickening of the imagination.—*W. C. Coupland, England.*

Wendell Phillips was waiting once for the train at Essex Junction, Vt., where passengers at times have to exercise great patience. He saw a graveyard, not far from the depot, very full of graves, and he inquired the reason. A Green-Mountaineer calmly informed him that it was used to bury passengers in who died while waiting for the train.

A whisper woke the air;
A soft, light tone and low;
Yet barbed with shame and woe.
Ah! might it only perish there,
Nor farther go.
But no; a quick and eager ear
Caught up the little meaning sound;
Another voice has breathed it clear.
And so it wandered round
From ear to lip, from lip to ear,
Until it reached a gentle heart
That throbbed from all the world
Apart; and that it broke.

READING CIRCLES.

MIND STUDY FOR READING CIRCLE STUDENTS.

PRELIMINARY STATEMENTS.

V.

1. We know that the results of conscious acts are retained in the unconsciousness until they are again brought into consciousness by acts of recollection or remembrance; that is, ideas, concepts, and judgments are held in unconsciousness. This power of holding is called retention, and retention is a part of memory, or, we may say, that an act of retention is an act of memory.

2. The act of passing from unconsciousness to consciousness is called an act of recollection or remembrance. In other words, when an idea, concept, or judgment comes out of unconsciousness into consciousness, the act of transition is an act of recollection or remembrance.

3. Each state or act of consciousness is either recognized or cognized. By recognition is meant that the ego knows the present state to have been a former state; the judgment is, "I have thought this before." By simple cognition without recognition the ego knows the state or act of consciousness to be a new one. An act of recognition may be called an act of memory. Some authorities maintain that recognition is really the sole conscious act of memory proper.

4. Ideas, concepts, and judgments must be formed in the mind before they can be retained. Retention, recollection, and recognition are secondary conditions of memory; the primary condition is the preparation or formation of thought to be retained and recollected; ideas must grow, they must be related in concepts, and from these ideas and concepts judgments must be derived.

All that is to be retained must be prepared for retention by mental acts (either conscious or unconscious), and as all conscious mental acts (as well as unconscious) may be retained, therefore these (conscious) may be called acts of memorizing.

Conclusion.—Memory consists of memorizing, retention, recollection, and recognition.

TEST QUESTIONS.

Why are you sure that the mind retains thoughts? What would be the result if the mind could not retain ideas, concepts, and judgments?

What are the two great means of recollection? Describe both, and compare one with the other?

What conscious act of the mind is not memorizing? Illustrate.

Upon what principle or basis should subjects be selected for memorizing?

What thoughts are most easily memorized?

What is the use of words in memory? What is the difference between memorizing words and memorizing ideas, concepts, and judgments? Does the so-called verbal memory condition any special act of consciousness?

Can retention be cultivated? How? Can recollection and remembrance be cultivated? How?

What condition of memory is of the greatest importance to the teacher? Why?

What is the difference between your knowledge and your memory?

What is knowledge? What knowledge is of the most importance to the memory? What are the relations of retention to acts of consciousness. Name all the conscious mental acts that may be called acts of memorizing.

We often hear the statements, "This is an act of memory." "That is not an act of memory." What is the difference? What is the difference between studying and memorizing?

HEWITT'S PEDAGOGY.—Chap. V.

Definition: "Education is the development of the faculties, or germs of power, in man, and the training of them into harmonious action in obedience to the laws of reason and morality."

What is a faculty?

How many simple faculties has the mind? (By "simple faculties" is meant faculties which are not combinations of other faculties.)

Name the simple faculties.

Is memory a simple faculty? Explain.

What is meant by the "development of a faculty?"

By what law must each faculty be developed?

What is the result of a fully developed faculty?

What is the difference between "training" a faculty and "developing" a faculty?

If a faculty is developed, does it need any training?

Can a faculty be "developed" or "trained" except in obedience to a law? Are not all laws of God moral? If all the faculties of the mind are developed, must there not be "harmonious action?"

Re-write the definition, giving it in as few words as possible.

Under the definition, what knowledge is requisite in order to educate children?

Which is the more important—knowledge of a subject, or the skill to teach that subject?

Can anyone teach a subject unless he knows it?

Can anyone teach a subject if he knows it?

"The growth of power should be the chief aim of all our school-work."

What is the prevailing aim of school-work?

What is your aim?

If the growth of power is the chief aim of teaching, what is the purpose of examinations?

Can a teacher have two aims—knowledge and power? What effect has word-learning upon power?

Under which aim, knowledge or power, will the knowledge gained be greater? Why?

What knowledge is best adapted, in its acquisition, to enhance mental power?

Is it ever necessary to acquire any knowledge for the sole purpose of enhancing power? Explain.

What is a method?

One definition: A method is the adaptation of a subject to the learning mind.

Under this definition, how many true methods of teaching one subject are there?

"The powers are trained in one way, and in one way only."

A method is the way in which a power is trained, therefore, there is but one best method for the training of a power.

What Dr. Hewitt calls a method, the writer would call a device; a device is a bending, or inflection, of a method to a condition of an individual, or group of individuals (class), or to circumstances. No one can have a method of his or her own. Everyone should have original devices.

F. W. P.

GENERAL EXERCISES.

A FLOWER EXERCISE.

(FOR THE VERY LITTLE ONES.)

NOTE.—Cut a large ring out of a card-board; punch its flat surface full of holes, large enough to admit a lead pencil; cover it thickly on one side with moss or green tissue paper matted on thickly to resemble moss; thrust a pencil through the paper or moss into the holes to keep them open; then suspend the ring from three cross-sticks fastened with some kind of vine. Several shapes may be prepared in this way, crosses, anchors, harps, palmettes, or letters forming a word or a motto. These may be hung in a line across the platform. When all is ready the children may come and place their flowers in the moss-covered forms, repeating meanwhile their respective verses. The stems of each child's bunch may be previously wound together so that they may be easily thrust into the holes prepared for them, and the places for each may be so arranged beforehand that only colors that harmonize well together shall be placed in the same form.

May-flower.

The shy little May-flower weaves her nest,
But the south wind sighs o'er the fragrant loam,
And betrays the path to her woodland home.

—SARAH HELEN WHITMAN.

Bluebell.

Oh! roses and lilies are fair to see,
But the wild bluebell is the flower for me.

—LOUISA A. MEREDITH.

Buttercups.

The buttercups, bright-eyed and bold,
Hold up their chalice of gold
To catch the sunshine and the dew.

—JULIA C. R. DORR.

Clematis.

Where the woodland streamlets flow,
Gushing down a rocky bed,
Where the tasselled alders grow,
Lightly meeting overhead,
When the fullest August days
Give the richness that they know,
Then the wild clematis comes,
With her wealth of tangled blooms,
Reaching up and drooping low.

—DORA READ GOODALE.

Clover (red).

Crimson clover I discover
By the garden gate,

And the bees about her hover.
But the robins wait.
Sing, robins sing,
Sing a roundelay,
'Tis the latest flower of spring
Coming with the May!
—DORA READ GOODALE.

Clover (white).

The cricket pipes his song again,
The cows are waiting in the lane,
The shadows fall adown the hill,
And silent is the whippoorwill;
But through the summer twilight still
You smell the milk-white clover.
—DORA READ GOODALE.

Cowslips.

The cowslips tall her pensioners be,
In their gold coats, spots you see;
These be rubies, fairy favours,
In their freckles live their savours.
—SHAKESPEARE.

Daffodil.

Daffy-down-dilly came up in the cold,
Through the brown mould,
Although the March breezes blew keen in her face,
Although the white snow lay on many a place.
—MISS WARNER.

Daisy.

We bring daisies, little starry daisies,
The angels have planted to remind us of the sky,
When the stars have vanished they twinkle their mute
praises,
Telling, in the dewy grass, of brighter fields on high.
—READ.

Dandelion.

Dainty little dandelions,
Smiling on the lawn,
Sleeping through the dewy night,
Waking with the dawn.
Pretty little dandelions,
Sleeping in the glen,
When another year returns,
They will come again.
—"SONGS FOR LITTLE SINGERS."

Forget-Me-Not.

When to the flowers so beautiful
The Father gave a name,
Back came a little blue-eyed one,
(All timidly she came),
And standing at his Father's feet,
And gazing in His face,
It said, in low and trembling tones:
"Dear God, the name Thou gavest me,
Alas! I have forgot."
Kindly the Father looked him down,
And said, "Forget-Me-Not."

Harebell.

I love the fair lilies and roses so gay,
They are rich in their pride and their splendor;
But still more do I love to wander away
To the meadow so sweet,
There down at my feet,
The harebell blooms modest and tender.
—DORA READ GOODALE.

Honeysuckle.

Honeysuckle loves to crawl
Up to the low crag and ruined wall.
—SCOTT.
The honeysuckle round the porch
Has woven its wavy bowers.
—TENNYSON.

Ivy.

Oh, a dainty plant is the ivy green,
That creepeth o'er ruins old,
Of right choice food are his meals I ween,
In his cell so love and cold.
Creeping where no life is seen,
A rare old plant is the ivy green.
—CHARLES DICKENS.

Jessamine.

Out in the lonely woods the jessamine burns,
Its fragrant lamps, and turns
Into a royal court with green festoons
The banks of dark lagoons.
—HENRY TIMROD.

Lichen.

Little lichen, fondly clinging
In the wild wood to the tree,
Covering all unseemly places,
Hiding all thy tender graces,
Ever dwelling in the shade,
Never seeing sunny glade.
—R. M. E.

Lily (white).

The stately lilies stand
Fair in the silvery light,
Like saintly vessels, pale in prayer,
Their pure breath sanctifies the air,
As its fragrance fills the night.
—JULIA C. R. DORR.

Lily (red or meadow).

Clustered lilies in the shadows,
Lapt in golden ease they stand,
Rarest flower in all the meadows,
Richest flower in all the land,
Royal lilies in the sunlight,
Brave with summer's fair array,
Drowy through the evening silence,
Crown of all the August day.
—DORA READ GOODALE.

Orchid.

In the marsh, pink orchid's faces,
With their coy and dainty graces,
Lure us to their hiding places,
Laugh, O murmuring spring!
—SARAH F. DAVIS.

Pansy.

Of all the bonny buds that blow
In bright or cloudy weather,
Of all the flowers that come and go,
The whole twelve moons together,
The little purple pansy brings
The sweetest thoughts of pleasant things.
—MARY E. BRADLEY.

Primrose.

'Tis the first primrose! see how meek,
Yet beautiful it looks,
As just a lesson it may speak
As that which is in books.
W. L. BOWLES.

Rose.

How fair is the rose! what a beautiful flower,
The glory of April and May!
But the leaves are beginning to fade in an hour,
And they wither and die in a day.
—ISAAC WATTS.

Strawberry.

When the fields are wet with clover,
And the woods are glad with song,
When the brooks are running over,
And the days are bright and long,
Then from every nook and bower,
Peeps the dainty strawberry flower.
—DORA READ GOODALE.

Sunflower.

O sunflower, what is the secret thing
You hide in your inmost heart,
When you turn to the sun like a slave to a king,
With all your leaves apart?
You hide your secret, day in, day out,
But you eagerly watch your king,
And some hot noon you will speak with a shout,
And tell us that secret thing.

Tulip.

Mid the sharp short emerald wheat,
Scarce risen three fingers well,
The wild tulip at end of its tube,
Blows out its great red bell,
Like a thin, clear bubble of blood,
For the children to pick and sell.
—ROBERT BROWNING.

Violets.

Hath the pearl less whiteness
Because of its birth?
Hath the violet less brightness
For growing near the earth?
—MOORE.

Wind-flower (anemone).

The starry, fragile wind-flower,
Poised above in airy grace,
Virgin white, suffused with blushes,
Shyly droops her lovely face.
—ELAINE GOODALE.

THE THINGS OF TO-DAY.

PREMIER DELYANNIS has tendered to the King of Greece the resignation of the Ministry, but the King has refused to accept it. He has written a letter to Premier Delyannis, holding him responsible for the present condition of affairs in Greece.

The foreign fleet, with the exception of one vessel of each Power, has left Suda Bay, and has completed the blockade of the Greek coast. The government has warned all vessels that if they leave port it will be at their own risk. The issue of shipping papers has been stopped. The commercial world is excited.

As it becomes clear that the anarchistic outbreak has irreparably damaged the movement for shorter hours, the anger of the conservative workmen becomes more intense, and they do not hesitate to declare that Spies and his followers deliberately stirred up violence in order to hamper the efforts of the trade unions and Knights of Labor to better their condition. Some time ago the Trades Assembly resolved that no red flags should be carried in its parades. Then the socialistic and anarchistic organizations withdrew from that body and formed a central council of their own. Ever since there has been much ill-feeling between the two parties, and the riots have greatly increased it. A committee from the Trades Assembly and Knights of Labor have visited the chief of police and informed him that in case of another outbreak they would turn out and assist the police if they would be granted that privilege.

The Chicago Typographical Union No. 16 have unanimously adopted the following resolutions:

Resolved, That Chicago Typographical Union No. 16 condemn in unmeasured terms the heinous acts of the mob at the Haymarket on Tuesday, May 4; and we declare the men who have by their uncivilized teaching caused this red letter day in the history of our great city to be the greatest enemy the laboring man has. Resolved, That this union hereby offers a reward of \$100 for the apprehension and conviction of the scoundrel who threw the bomb that caused the death and maiming of so many officers of the law.

A call for a special session of the General Assembly of the Knights of Labor has been issued. The meeting is to be held in Cleveland, May 25. Its object is "to place the order squarely before the world on several issues in such a way that no misunderstanding can possibly arise in the future." General Master Workman Powderly has also issued a secret circular to the order everywhere, in which he is very severe on strikes, boycotts, riots, anarchists, and intemperance. He says:

"If every member of the Knights of Labor would only pass a resolution to boycott strong drink so far as he is concerned for five years, and would pledge his word to study the labor question from its different standpoints, we would then have an invincible host arrayed on the side of justice."

The movements and wishes of the Knights of Labor are attentively studied by Representatives and Senators, who are perfectly conscious that a great organization of labor is an irresistible power, if those associated know what they want and are just and precise in their demands. Every Knight of Labor has a vote. If they unite on a policy, and if this policy is reasonable and just, Congressmen know very well that the demands of such an organization must have their attention.

There are bills now before the House which, if they can all become laws, will reclaim to the public domain more than a hundred million acres of land, to be added to the small remnant of fifty millions of arable acres which remain after years of rampant and unchecked land grabbing. These measures will also repeal iniquitous laws favoring land grabbing, and effectually hold hereafter all the public domain for homesteads for the homeless—free homes for those who are tired of working for wages and prefer independence on the land for themselves and their children.

The Teachers' Committee of the Board of Education has agreed to make the maximum salaries of all principals who have been employed four years \$3,000. Nineteen principals will hereafter receive this salary.

The Earl of Shaftesbury has committed suicide. Cause, mental depression.

A bill was reported in the Senate practically to appropriate \$7,500,000 to aid in the construction of a ship railway through Mexican territory, the United States to have no control over it, and no security for the outlay. Congress can easily appropriate money for all sorts of projects except the promotion of education at home. This is "clearly unconstitutional."

The Consul General at Panama advises all laborers to keep away from the canal as a means of earning a livelihood.

The farmers of South Carolina have recently held their first convention in Columbia.

The Knights of Labor regretfully ordered the strike on Gould's roads off on the request of the Citizen's Committee.

The movement for a work-day of eight hours' duration is advancing in all sections of the country. A large torchlight procession and mass meeting recently took place in Baltimore.

France has cautioned her Minister at Athens against complicating her relations with the other Powers during his efforts to promote peace.

Advices from Zanzibar state that the Sultan has refused to cede to Portugal the territory claimed by her, and that the Portuguese Consul has, on this account, lowered his flag and placed the Portuguese residents of the Sultan's dominions under the protection of the German Consul.

The Chicago Grant Monument Committee has accepted a design by Mr. Francis M. Whitehouse, architect, the execution of which will require about \$50,000.

On April 12, the Senate passed the bill to admit Washington Territory as a state.

Several boys in Plantville, Conn., sons of the most prominent people, have been arrested for a series of thefts which they confessed. There were 40 of them, who made their headquarters in a shanty, where they kept their booty and had a library of dime novels.

EDUCATIONAL NOTES.

ALASKA.

There are seven schools in the territory, located at Sitka, Fort Wrangel, Jackson, Haines, Ounahaska, Hoonah, and Bethel. They are under the direct control of the National Bureau of Education, and are attended mostly by Indian children. The total attendance is 491.

CONNECTICUT.

SUPT. HARRINGTON, of Bridgeport, Conn., has recently been unanimously re-elected to the position he has so acceptably filled for many years.

MICHIGAN.

Notices of Prof. Hallman's summer school at Grand Rapids are attracting considerable attention. The session lasts from July 19, to Aug. 15. There will be six departments and three model schools.

PAUL SWAIN, of the Eastern Normal School, died April 16. His death is sincerely mourned by the faculty and students of the school, as well as by his many friends.—Mr. C. B. Farnham, of Goodrich, has been engaged as principal of the Ortonville school for the coming year.

The Ingham Co. teachers' association met at Mason, in the high-school room, April 24. An excellent program had been prepared, but it was not fully carried out owing to the absence of several who were to participate. There was a very entertaining class exercise in number, conducted by Mrs. Blackwood of the Mason schools. Miss Dillon presented an instructive paper on "Composition," which was discussed at some length. A question box was prepared early in the session, and proved very profitable.

MINNESOTA.

Becker County Institute was held at Detroit, April 12-16. The instructors were Prof. C. W. G. Hyde, of St. Cloud Normal School, and Mrs. E. K. Jacques, of Minneapolis. The former treated of geography, penmanship, arithmetic, school economy, and book-keeping; the latter of reading, language, drawing, and word studies. Prof. Hyde showed what objects and illustrations could be used to aid the pupil in number work. On Tuesday evening, Supt. D. L. Kiehle gave a lecture on "Popular Education;" Wednesday, the Rev. E. I. McKee spoke of Alexander Hamilton; and Thursday evening, Prof. Hyde gave a reading from Oliver Wendell Holmes' works. In a series of resolutions expressing the thanks of the teachers of the institute to the several contributors to its success, Supt. F. B. Chapin came in for a large share.

MISSOURI.

PRIN. Z. H. AUSTIN has been re-elected at Lancaster for an eight months' term.—Prin. J. W. Malone has been re-engaged at Oak Ridge High School for another term.—Prin. H. C. Potterf will assist Com. J. C. Watkins in the Cass County normal again this year.—The second annual session of the Missouri School of Science and Pedagogics will be held at Sweet Springs, June 25-July 17. The following are some of the instructors: Pres. S. S. Laws, LL.D., of Missouri University; T. Berry Smith, of Pritchett Institute; C. H. Dutcher, A.M., of the Warrensburg State Normal School; Prof. John N. Lyle, of Westminster College; Edward A. Allen, A.M., of Missouri University; Dr. A. D. Mayo, of Boston; Hon. W. E. Colman, state superintendent. Also presidents G. L. Osborne, A.M., J. P. Blanton, A.M., and R. C. Norton, A.M., of the 1st, 2d, and 3d district normal schools, respectively.

PROF. J. F. BUCHANAN, of Kansas City, will conduct the normal institute in Lafayette County this year.—Prof. W. H. Lynch has added an encyclopedia and unabridged dictionary to the outfit of the West Plains Academy.

NEW HAMPSHIRE.

C. S. PAGE, principal of Franconstown Academy, has been engaged to teach the Milton High School.—E. C. Burbeck, teacher of the Mt. Pleasant grammar school at Nashua, has been elected principal of a school in Danvers, Mass.—Miss S. Abbie Spooner, one of the best teachers in Charlestown, left that place April 3, for Norwich, Conn., where she has been engaged as principal of the Pearl Street school.—A Teachers' Club has been organized at Concord, including leading teachers from various parts of the state. The officers elected are: James W. Patterson, president; A. Robinson, Franklin Falls, corresponding secretary; Isaac Walker, Pembroke, recording secretary and treasurer.

PROF. S. SASSARATH, principal of the N. H. School of Languages in Manchester, has been appointed teacher in an institution in Boston, and has given up his business to Prof. Pingault, who will divide his time between Concord and Manchester. Prof. Pingault has been a citizen of Concord for two years and a half, and should make many friends in Manchester, as he has done in Concord.—Miss Mary K. Chase, of the Robinson Seminary faculty at Exeter, will go abroad at the close of the present term for a year's travel and study in Germany.

NEW JERSEY.

Pres. John A. Walker, of Jersey City, gave a dinner at Taylor's Hotel, April 29, to the members of the Board of Education, and the principals, male and female, of all the schools in the city. The occasion was a very pleasant one, and strengthened the already cordial relations between the board and the teachers. This is a good example for other cities to follow, especially where the relations between the teachers and the board is not as cordial as could be desired.

Arbor day was observed by all the schools of Jersey City—laborately and enthusiastically by the high school. The only matter of regret was that there was no opportunity for actual planting. The day was quite generally celebrated in various parts of the state.

NEW YORK.

The Saratoga County Teachers' Association will hold its next meeting at Watford, May 21-22. The program will contain a paper on "Methods of Teaching History," Anna M. Spence; one on "Practical Arithmetic," N. L. Roe; "How to Teach Reading," Jared Barthe; "Spelling," Jessie A. Seeley; "Examinations," Frank H. Ames; and "The Teacher's Attitude," J. H. Weinmann.

The Hon. A. S. DRAPEL announces that the examinations for state certificates will be held this year at Albany, Rochester, Watertown, Binghamton, and New York City. They will begin on Tuesday, June 20. Programs of each day's proceedings may be obtained from the state superintendent a few days before the examinations. The subjects to be covered by the examinations are as follows: Reading, spelling, writing, grammar and analysis, geography, outlines of American history, arithmetic, algebra, and plane geometry. (In place of geometry candidates may offer themselves, if they choose, for examination in Latin as far as three books in Caesar.) They will also be expected to have a general knowledge of book-keeping, composition and rhetoric, geology, chemistry, physics, physiology and hygiene, botany, astronomy, zoology, linear and perspective drawing, general history, general literature, methods and school economy, civil government and school law.

During the past year the South Side Teachers' Association, of Suffolk Co., has taken a new lease on life. Instead of the two regular meetings, the association has already had four during the present year. The design of the present officers has been to do away with essays and long-winded theories, and to devote the time to the discussion of live topics—those which we are compelled to meet every day in our work; also, believing that an association was for some other purpose, viz.: instruction, profit, and mutual help, than for entertainment alone. That they have succeeded is the testimony of all the teachers who have been present at the several meetings.

The last meeting of the present year will be held at Babylon, May 21-22. At the opening session, on Friday evening, Dr. James H. Hoose, Pres. of the Cortland State Normal School, will lecture on "The Profession of Teaching." A rare treat is in store for the teachers of the south side, and they should avail themselves of it. The Saturday exercises will consist of lessons, discussions, and talks on important subjects. Price Gordon, of Patchogue, will form a class in psychology, and appoint work for the members of the association.

The Chemung Co. Teachers' Association was held at Elmira, May 1. There was an interesting discussion on spelling by Principals H. Wickham and V. A. Lewis, a class exercise in language, by Miss Johanna Moore; a paper on "Suggestions to Teachers," by Com. A. P. Nichols; one on "The Problem of the Country School," by Principal A. C. Hill, and a discussion of "Early Formation vs. Late Reformation," opened by C. Q. Collins.

The Brooklyn Latin School, under the management of Elmer E. Phillips, A.M., and Caskie Harrison, M.A., will close its session, June 19.

NORTH CAROLINA.

PROF. CHAS. D. MCIVER has been elected to a professorship at Peace Institute, Raleigh.—Prof. W. S. Currell, professor of English, Logic, and Political Economy at Hampden Sidney College, Virginia, has resigned to accept a like professorship at Davidson College, North Carolina.—Prof. Alexander Graham, superintendent of the Fayetteville Graded School, has been appointed superintendent of the State Normal School at Washington, Beaufort County.

The colored people are making an effort to establish a Normal and Classical School at Goldsboro. A subscription paper has been started, and the names of the donors are made public in *The Appeal*.—Col. Geo. T. Wassom, of Wayne, has been elected secretary of the Industrial Association; he is already working for a memorable exhibition to be held in the fall.

The annual commencement of the Teachers' Training School of Charlotte took place May 6.

PENNSYLVANIA.

MR. J. G. GLESSNER will open a summer normal at Lewisberry, York County.—The University of Pennsylvania has received a bequest of \$90,000 for the investigation of Spiritualism.—Supt. Ballet, of Reading, who has been announced as one of the lecturers at the Summer School of Methods, Saratoga, will deal with the subject of Psychology in its Application to Teaching. He is acknowledged as an authority on this subject.—Prof. S. F. Hoge, of Waynesburg, was married to Miss Lydia Evans, April 6.

The tenth annual commencement of the Strasburg High School was held April 30. A class of six young people graduated. The principal, Mr. Veryl Preston and Miss Annie Potts received congratulations from a crowded house, and several distinguished educators graced the occasion.—The Educational Association, of Clarion county, will meet at Clarion, May 21-22. At the last meeting of the association Supt. McNutt was elected president.—At the recent anniversary of the order of Odd Fellows, of Erie, Supt. H. S. Jones delivered an oration.—The examinations of the senior classes of the normal schools begin in June.—Dr. Higbee still holds the educational fort, and doubtless will until the close of his term. It is generally conceded that he has made a good state superintendent, and is only partially to blame for the objectionable features in the management of the Soldiers' Orphans' Schools.

TENNESSEE.

Since February, Supt. A. L. Whitaker has been organizing the schools of Pulaski. Their improvement is already manifest.—The Rev. J. F. Spence, S. T. D., is to deliver a lecture before the literary societies of the Grant Memorial University, May 25.—The first meeting of the Marshall County Teachers' Reading Circle was held at Marshall, April 24.

DR. SPENCE, president of the Grant Memorial University at Athens, is working for an endowment for the institution. The G. A. R. has passed a resolution pledging themselves to give it financial support as they are individually able.—The commencement exercises of Knoxville University will begin June 6. Dr. J. B. Hawthorne, D.D., of Atlanta, will deliver the baccalaureate sermon.—Supt. J. H. Allen, of Bedford County, edits an educational department in the *Times* of that county.

TEXAS.

Institutes will be held at the following places, and under the following principals, from July 12 to Aug. 7: Beaumont, C. F. Johnson; Nacogdoches, P. V. Pennybacker; Marshall, Oscar H. Cooper; Atlanta, C. H. Hobbs; Greenville, Smith Ragsdale; Gilmer, W. L. Lemmon; Athens, A. W. Orr; Jewett, H. F. Esteli; Willis, J. N. Gallagher; Columbia, E. B. Smith; Gonzales, I. R. Dean; Caldwell, Miss N. C. Breeding; Flatonia, J. P. Kinnard;

Bryan, W. J. Crocker; Mexia, A. B. Hill; Dallas, Mrs. Ed. P. Warren; McKinney, T. G. Harris; Gainesville, J. T. Hand; Seymour, B. M. Howard; Jacksboro, C. A. Bryant; Hillsboro, J. M. Carlisle; Waco, J. E. Rogers; Lampasas, Mrs. W. D. House; Round Rock, Miss Nannie C. Harrison; San Marcos, W. M. Crow; Floresville, Miss Roxa Ray; Pearsall, H. C. Pritchett; Fredericksburg, I. H. Bryant; Cisco, R. F. Comegys; Stephenville, D. A. Paulus; Paris, A. W. Wilson.

PERSONALS.

MISS KIN KATO, daughter of Kiyohito Kato, a shōshō of Tokio, has been ordered to proceed to the United States to inspect the normal school and kindergarten systems of education in America.—*The Japan Weekly Mail*.

Miss Kato was one of Mr. L. W. Mason's interpreters in the Girls' Normal School and Kindergarten at Tokio, and was one of his most promising pupils in music.

PROF. HOLMES, of the University of Virginia, recently delivered a lecture before the Y. M. C. A. of that institution on "The Closing Century," in which he evinced profound learning. Prof. Holmes is the gentleman whose name has long been associated with the "School Readers" used in the south.

GOV. PATTISON, of Pennsylvania, appointed Thursday, April 15, as Arbor Day in that state. When every state has, and intelligently observes, such a day, there will be more enlightened action in reference to the preservation of our forests.

KING KALAKAUA has entered the lecture field, having recently delivered a lecture on the geological origin and history of the Hawaiian Islands.

PROF. C. R. HITCHCOCK, of Dartmouth, and state geologist of New Hampshire, has gone to the Sandwich Islands to collect specimens for the college museum, and no doubt Kalakaua would contribute a Chinaman or two, as he has come to the conclusion that Mongolians are no longer needed in his small kingdom.

THE EMPEROR DON PEDRO of Brazil is planning the erection of an academy of arts, which will be the first of its kind in South America.

REV. JAMES M. TAYLOR, of Providence, R. I., has been elected president of Vassar College. He is a son of Rev. Dr. Elisha E. L. Taylor, so well known and highly respected throughout the whole country, and was born in Brooklyn, Aug. 5, 1848, making him 37 years old at his last birthday. He was graduated from the University of Rochester in the class of 1868, and from the Rochester Theological Seminary in the class of 1871.

PROF. GEORGE P. FISHER, of Yale College, whose various works have made his name familiar to the readers of good books, both here and abroad, is the subject of the frontispiece to the April *Book-Buyer*. Prof. Fisher had an admirable training for the work to which he has devoted his life. Taking his academic degree at Brown University in 1847, he subsequently carried on the study of theology at New Haven and Andover, and in Germany. Two years ago the University of Edinburgh honored him with its Doctorate of Divinity. His two latest books are: "The Grounds of Theistic and Christian Belief," and "Outlines of Universal History."

NEW YORK CITY.

The *Telegram* has undertaken to publish the names of pupils in each department who have stood "at the head of their classes" during the month of April. Any effort made by the newspapers to interest the public in the schools should be welcomed. Their condition would be soon improved if they could be truthfully represented, if what is, and what ought to be, could be put before the people.

There was a meeting of the Teachers' Association of this city a week ago Friday for the purpose of securing the change of the present method of procuring substitutes. At present there are not enough substitutes employed. The present order of the Board of Education is considered to be on a par with another very old one which attempted to make the Israelites manufacture bricks without straw. At the meeting referred to, a committee was appointed to prepare and present to the Board an appeal concerning the by-law.

PRESIDENT HUNTER recently requested the principals of the female grammar schools to meet him for the purpose of consulting concerning the requirements for admission to the Normal College next June. It has been found that many students who enter, leave before finishing the term, thus excluding students who had intended to go through the whole four years' course. Besides this, the temporary students demoralize those who remain by their inattention to studies. It is greatly desired that the principals of the grammar schools will impress upon the pupils of their graduating classes the impropriety of their attempting to pass the introductory examination unless they intend to remain throughout the entire course.

THE ART STUDENTS' LEAGUE.—The annual report of this flourishing association shows many encouraging features. The classes were opened Oct. 5, and have been in daily session since from 8 A.M. to 5 P.M., as well as during the evening. There are five classes drawing from the life; two in painting; two painting from the head; two drawing from the antique; two from costume; also classes in sketching, perspective anatomy, etc. There have been 475 pupils in attendance; the receipts \$15,000 and over. Among the instructors are the well-known artists Kenyon Cox, Walter Shirlaw, William Sartain, William M. Chase, J. Alden Weir, Carroll Beckwith, F. E. Scott, Thos. Eakins, and E. H. Blashfield. The plans pursued in this school are worthy of note. A degree of proficiency is required for entrance; drawing from the antique succeeds until by the student's work he is deemed able to enter the life classes; here he draws or paints from the model day after day. There is no copying of paintings—the old method. Besides, the student has a choice of instructors—each class ballots for the one they deem most likely to be of aid to them. If an artist in the city seems to possess power the students invite him to teach them. Mr. Major, the student who last year was sent out to Europe by the Hallgarten Fund, has had a picture put in the Salon, a great honor. The League now needs a suitable building for a permanent home, and it well deserves one.

LETTERS

THE POSSIBILITIES OF FLORIDA.—The editorial in the JOURNAL of April 17, I read with much interest. Each place spoken of and each Southern phrase used brought up pleasant remembrances. For several years past I have spent a greater part of my time in different portions of Florida. Your word to teachers interested me much, and I beg to lay a little of Florida before them, as seen through the magnifying glass of youth, perhaps, but still with clear glasses which show up in a true light from the standpoint taken. The barrens up the Erie R. R. at certain places do not show the visitor what New York is—so with the everglades of Florida. I left my charge as teacher in a district school not far from New York City, in the late fall of '81, to "make my start" in Florida. On reaching Orange Co., somewhere about seventy dollars was the extent of my possessions. The end of the first year saw four acres of first-class orange land cleared, with 800 orange trees doing nicely; this, with my monthly salary of forty dollars, seemed to me quite encouraging—especially so when I thought of my fellows at the North who were "boardin' round" and receiving twenty-four dollars a month, teaching. The abundance of spare time which it is the happy lot (?) of most teachers to have, will keep an orange grove in excellent condition, as well as supply abundance of vegetables for home use or to ship North in April or May. Thousands upon thousands of cases of tomatoes, cucumbers, squashes, beans, etc., are shipped every spring to our Northern cities, and bring fancy prices when properly looked after.

The lake upon which I built was well stocked with bass and several other varieties of fish, to be had for the trouble of rowing around for half an hour or so. Quail and rabbits were also very numerous, as were pigeons, or doves, at they are called there, at certain seasons of the year. I agree with you when you advise us to receive with caution the stories of "fortunes to be jumped into." Given health, perseverance, and stick-to-it-iveness, and any half-way enterprising teacher will do well. I made no fortune while in Florida (and, for that matter, I fail to see any of my associates who made one in my absence of four years), but a thousand or more dollars in the bank (and bank, 'tis true, and not subject to check), is far from dragging out a miserable existence. The state, like its visitors, takes the bitter with the sweet, and is no place for any one who will not make up his mind to settle down to hard work and more or less privation, but the same is required in any country, new or old, in making a start. In years to come, I doubt not that a greater per cent. of those who make the South their home now, will be "well to do," and have all the comforts and necessities of life, and certainly greater enjoyment from climate, in the absence of long, cold winters, than those plodding along, year after year, in the farming districts of the North. One village, where the first year of my stay in Florida was spent, has five churches and a white and colored (complexion, not paint) school-house. Society in the winter season is composed of the choice families of the North, being those who can afford the high prices of fashionable hotels, ranging from two to five dollars per day, in different portions of the state.

In my own case, circumstances over which I had no control called me North, or I should be there now, no doubt. Your advice is safe to follow, but, to those who are willing to work, are there not more openings for a bright future, and infinitely more opportunities for serving our fellows and our Maker, in a new country than at the crowded North, where one "want" advertisement will bring hundreds—yes, thousands—clamorous for work, at mere starvation wages? New York City can well spare one-fifth of her population to spread out over the South and West, with advantage to all concerned. HALL G. FORT.

Bridgeville, N. Y.

FROM A TEACHER IN INDIAN TERRITORY.—I am just beginning to find out how much I need to learn about teaching. Indians are much harder to teach than whites, because for generations their minds have been uncultivated. I find that the principles and practice of the "New Education" are particularly adapted to the teaching of English to children who speak a foreign tongue. This is a mission school. Much time is spent in the moral and religious training of the pupils. It is in a wilderness, eighty miles from a railroad, and many of the pupils (all girls) have never seen anything but the woods and natural objects surrounding their humble homes. Hence you can appreciate the difficulty of making them understand the meaning of many of our simplest words and ideas. Text-books are merely skeletons, which we have to clothe with the words and ideas which they can understand. J. C. T.

A SYSTEM OF GRADING.—Next year I am to have charge of a school of two rooms. The Board of Directors wish me to introduce some system of grading and promotion into the school. Please give me some suggestions about making out an outline of branches to be taught. Is there any better mode of promotion than after a pupil has passed a certain per cent. in recitations, examinations, etc., to allow him to go into a higher grade? I don't like the marking system, because I think it has tendencies to produce cheating among pupils, or at least a desire to work only for a mark. Can you propose anything better than the marking system? SUBSCRIBER.

Send to several good city schools for a copy of their courses of study. Compare these and make out one for your own school, suited to its particular necessities. In regard to promotions, there should be such records kept of each pupil's progress as will show at the end of the term whether he is able to go on or not. At the close of each recitation, the teacher knows pretty nearly which members of the class understand the subject and are able to do the work, which are not, and which are doubtful. This he may indicate by a word or a mark by the side of each name, and the summary at the end of the term will show which should "pass" and which should not.

GRAMMAR AND RHETORIC.—I have a class in grammar composed of young ladies and gentlemen who have taught or are expecting to teach. They are preparing for an examination, have studied grammar and completed Hart's "Rhetoric," but still stumble some in the latter, and are not very thoroughly acquainted with any particular system of diagrams. While I am not bound by any of the requirements, I am hampered, and I am very anxious to do

the very best for them. I have been having, and will have, original compositions and reproductions regularly, once or twice a week, sometimes oftener. We bring all written reviews to the class and spend some time in criticising, aiding, referring to rules of punctuation, syntax, construction of sentences, etc. This is done by the teacher as they write reviews, or reproductions, or short essays, on assigned subjects. Then these exercises are exchanged for criticism, and afterwards examined by the teacher to note whether the pupils are developing power in criticism.

Many—most—of our students had never written a composition or a reproduction before coming to us. I know that some of our student-teachers have succeeded nobly in teaching the subject. But I think I need ideas on original work. I have thought of bringing my C class before the A occasionally, to give them some methods of teaching language. Is this a good idea?

For instance:

"Rip Van Winkle."

PREPARATION: (1) Some conversation about Rip the day the lesson is assigned. Not nearly all the story. (2) Think carefully on the subject. (3) Write the story.

OBJECTS: In preparation, (1) the cultivation of the memory and the imagination; (2) training in composition—capitals, punctuation, paragraphing, spelling, etc.

In recitation, (1) practice in reading script readily, papers are exchanged, each one reading another's story; (2) meaning of difficult words; (3) perhaps practice on nouns, pronouns, plurals, opposite genders, etc.

Please tell me if you think this is a good idea. S. E. L.

If you are teaching a class of pupil-teachers, they should be instructed in methods of teaching language as well as in language itself. This will cover a broad field, as language extends through all grades up to your class in rhetoric. Bring your C class and classes of other grades before the A, and allow your pupil-teachers to observe your methods, and better still, require different ones to prepare an exercise and conduct it. We would suggest a variety of exercises to be used in the practice of language in different grades, but the development of each must be left to the teacher. In the primary grades are the various methods of building sentences; in the intermediate grades, letter-writing, reproduction stories, stories from pictures, description of objects and pictures, and other exercises equally simple, from juvenile history; Mrs. Knox's "Language Lessons" is a good work for this grade. As the class advances, more difficult subjects are introduced. Given the plot of a story and its morals, to weave the story. Illustrate some familiar proverb. Write the plot of some noted work they have read. Discuss weekly some live topic of the day and call for a written report. This last exercise will be beneficial in many ways. These are only a few of the exercises. Drill your pupil-teachers to employ the system of criticising and correcting that you have used with others, to give a large amount of preparation and oral instruction in language; but do not discourage the use of the text-book. There are very fine works, such as Swinton's series, and Reed and Kellogg's series. Use them properly and they will save much time and labor, and be beneficial in their results on the scholar.

II. You have obtained the highest result of teaching language, viz., the ability of your class to use it freely and correctly. If grammatical technicalities are required in examination, your class will have little trouble in mastering them. They have the *spirit*, now teach them the *letter*. Do not look down on analysis and parsing; they have their place. It requires a clear, cool, far-seeing mind to discover the relation of every word or part of a sentence and express that relation in a systematic, coherent manner. Taking a word through all the intricacies of parsing may be a most intelligent and highly profitable exercise, or it may be a meaningless, stultifying one. Analysis and parsing sound senseless—so does Logic; but as a disciplinary exercise, when the mind has sufficiently matured, they are useful. You will find your time will not be wasted in taking up analysis and parsing, in view of examination. The mind must see clearly and quickly; every vestige of absent-mindedness must be banished; memory must be retentive; and expression of thought systematic and clear. For a work on diagramming and a treatment of sentences of every construction, I know of no better work than Reed & Kellogg's "Higher Lessons in English." L. E. BOLDY.

ANSWERS TO CORRESPONDENTS.

"When a pupil completes a subject, what record do you make to show the amount of the pupil's knowledge?"

1. No record. The record of a "completed" subject keeps itself, or there is nothing left worth keeping. Records of pages learned, books finished must be kept, else no one upon earth would ever know that the work had been done; the knowledge (*sic*) vanisheth away, but when the acquisition of knowledge does its perfect work by enhancing power and developing character, then records are superfluous.

2. "If written exercises are given, do you grade the work or simply correct the mistakes and mark it 'good,' 'excellent,' etc?"

Pupils should be trained into the habit of accurate writing, accurate spelling, punctuating, and capitalizing. Write the simple rules of punctuation and capitalization on the blackboard in large letters; add "never spell a word 'incorrectly.'" "Know when you do not know how to spell a word."

Correcting all the mistakes in composition and examinations is a useless waste of time.

Give the same time and energy to the formation of this habit of correctness; require your pupils to do their best every time they work, and there will be very few mistakes. Most errors are cultivated errors, they are taught into the brains of children. In reading an examination paper, concentrate upon the thought of the pupil—if it is copied work, i. e., words learned by rote, give it a very low mark—"poor," for instance; if there is a faint struggle for originality, mark it "fair"; a successful attempt at originality, mark "good"; if to this you can add perfect orthography, capitalization, punctuation, and perfect legibility, mark it "excellent."

3. "Will you advise me as to what book on Pedagogy I should use with a class of young, district-school teachers who, through advice of the town superintendent, have come in to me (an academy) during their eight weeks' vacation."

"Page's Theory and Practice," "Payne's Lectures on the Science and Art of Teaching," or "Tate's Philosophy of Education."

4. "Will you recommend a book to me that gives easy lessons in science?"

"Guide for Science Teaching," Ginn & Company. Boston. Miss Youman's "Botany," Appleton. "Natural History Series of Language Lessons," Harpers.

5. "What is the best book upon the Kindergarten?" Madame Kraus-Boelte's book, E. Steiger, New York.

6. "How can I get the answers to Mr. Fry's questions in geography?"

By a little observation and investigation.

7. "About how much time ought to be spent by the average pupil on the analysis of sentences?"

Ten minutes. Spend a great deal of time on reading, observation, and the oral and written expression of thought.

8. "From time to time, in my general and special reading, I have come across new words—to me. I have looked in vain for their definitions. I append a list which I have not been able to find in any dictionary: gallerite, galvanograph, grangerise, godless-month, consortism, bipenniss, chorology, griffinism, aglaia."

These words may all be found in the Encyclopædia Dictionary, published by Cassell & Company.

9. "I have just entered upon my duties as superintendent, I have taught for eight years. I wish to introduce supplementary reading. Please inform of the best."

For first and second grade reading, should use first readers: Munroe's, Miss Stickney's Primer, Appleton's, Swinton's, Barnes', Butler's, and the Eclectic. For third grade, second readers of the same series a magazine or two, like *Wide-Awake*, also story books, such as "Alice in Wonderland," may be profitably used. Fourth grade, third readers of the same series, "Stories of American History," "Each and All," "Seven Little Sisters," Prang's "Natural History Stories" Fifth grade, Sheldon's Fourth Reader, Monroe's Advanced Third, St. Nicholas, *Youths' Companion*, TREASURER-TROVE, "Boys of '76," "Little Folks in Feathers and Fur."

10. "The Ex. Com. of the State Association requests me to ask you to give us your views on the true work of teachers' institutes and the best means of doing it."

First, find your teachers, or one teacher, to manage the whole and let him or her select the assistants. As a general thing, avoid all regular institute conductors. The cut and dried routinist, auctioneerish way these conductors usually go to work is disheartening, to say the least. I saw a brief (notes) that a conductor (normal man) had used for ten years: What a blessing sleep is!

The very best result of a weeks' institute is an increased love for teaching—a love for that will drive or draw teachers to more study and better work. Let all the teachers hold up, by their example and teaching, the greatness of the teacher's work. Institutes should be revivals. A little of Moody, considerable Sam Jones, and a pinch of Elder Knapp, should be mixed in with the work.

The study of principles, methods, and school management, should be the main purpose of teachers' institutes. One half of the day may be given to grade lessons; a good division is: three primary grades, three succeeding grades, and the two upper grades, in all, three divisions. In some institutes it is the plan to arrange classes or divisions according to intellectual power or proficiency; this, however, is not possible, unless the plan is under the direction of one leader for several successive meetings or terms.

BOOK DEPARTMENT.

NEW BOOKS.

GRADED LESSONS IN LETTER-WRITING AND BUSINESS-FORMS. By Prof. Edward G. Ward, Associate Supt. Schools, Brooklyn, N. Y. Book I, II, III, and IV. Introduction price, \$1.80 per dozen. New York and Chicago: A. S. Barnes & Co.

This series is an outgrowth of a demand for more practical work in the school-room. The work of grammatical grinding has been carried to such an extent that the popular mind has been disgusted with the study of what children never expect to practice in after life. The design of the course is to teach penmanship, letter-writing, business-forms, rules of punctuation, and the proper use of capitals. The first book is devoted to simple familiar letters and bills. In the second book, letter-writing is continued, with the study of cash and personal accounts, receipts, checks, and orders. In the third book, letter-writing is continued, in alternation with promissory notes, due-bills, drafts, and bills of exchange. The leading feature of the fourth book is business correspondence.

Many model business-letters, to be used for reference only, are printed in script, on fly leaves, in the front of the book. These letters cover a number of important topics, and include orders for goods, acknowledgements of receipt of goods, applications for privilege of opening an account, letters of recommendation, letters of introduction, letters requesting statements, letters covering remittances, letters of inquiry, etc., with answers, where such have been deemed necessary. Preceding the letters is a list of exercises to be performed by the pupil. These exercises require the writing of letters on given topics, and the filling out of appropriate business forms whenever the letters relate to business transactions. This secures a review of these forms in the most practical way, and makes as near an approach to real business as it is possible to attain in the school-room. When the pupil is required to write a letter, he is referred to the model on that subject, and permitted to read it, after which he is expected to write a letter similar in substance, but, as far as possible, his own in expression. All the rules for capitals and punctuation are given in this book, and full models and explanations are provided for a review of the work in the preceding numbers, so that this book, like each below it, is complete in itself.

These books mark an era in language books, for they show that teachers are more than ever impressed with the necessity of more practical work. We are in full sympathy with their plan and method, and heartily commend them to all who desire to encourage the honest, practical doing in the school-room of what children will be called upon to do in after life. These books will hasten the time when the common-school graduate will be able to write correctly and rapidly any kind of common or business letter.

THE HISTORY OF PEDAGOGY. By Gabriel Compayre. Translated, with an Introduction, Notes, and an Index, by W. H. Payne, A.M. Boston: D. C. Heath & Co. 592 pp. Price, \$1.60.

As the result of lectures, given during the past three years before the higher normal school at Fontenay-aux-Roses, and at the normal course for men, at Sevres and St. Cloud, by Dr. Compayre, this book is given to the public through a translation by Prof. W. H. Payne. The introduction, in a full and clear manner, shows what a complete history of education would be, what an elementary history of pedagogy should be, and a division of the history of pedagogy. This is followed by a sketch of the life of Gabriel Compayre, furnished by Mr. Geo. E. Gay, of the Malden (Mass.) High School.

The book proper opens with education in antiquity, discussing the pedagogy of the Hindus, the Buddhist reform, education among the Israelites, the Chinese, and other nations of the east. Greek pedagogy, the schools of Athens, the Socratic method, the republic of Plato, Xenophon, the economics, and the education women, with Aristotle and the character of his plan of education, with many other noted educators, complete the first two chapters of the book. Passing on through education at Rome, the early Christians, and the middle ages, the renaissance, Protestantism, and primary instruction, the teaching congregations, Fenelon, philosophers of the seventeenth century, education of women in the seventeenth century, Rollin, Catholicism and primary instruction, Rousseau and the Emile, philosophers of the eighteenth century, origin of lay and national instruction, the French revolution and the convention, we find ourselves with Pestalozzi and his successors.

Women as educators, beginning with Madam De Genlis, in 1746, and passing over a period of more than eighty years, brings forward Miss Edgeworth, Miss Hamilton, Madam De Remusat, Madam Guizot, and other noted women of that time. The work closes with the science of education, introducing Herbert Spencer, Fichte, Alexander Bain, Channing, Horace Mann, and others. This is a book that is very valuable to the teaching profession, as it gives in chronological order great educational events, with the reformers of the past and present.

FORGOTTEN MEANINGS, OR AN HOUR WITH A DICTIONARY. By Alfred Waites. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 78 pp. 50 cents.

In collecting these Forgotten Meanings, the author of this little book has selected only those words which seemed most necessary, rejecting many that were alluring, remembering that in a pocket edition there was room for nothing not essential. It is quite an interesting study to look over its pages, as many of our simple words are described, their origin given, as well as their ancient and modern meanings. The book is neatly printed on good paper, and is well worth the time that may be spent in consulting it.

ELEMENTS OF THE THEORY OF THE NEWTONIAN POTENTIAL FUNCTION. By B. O. Pierce, Ph.D. Boston: Ginn & Co. 143 pp. \$1.00.

The lecture-notes from which this book is formed are professedly elementary in character, and are intended for readers somewhat familiar with the principles of differential and integral calculus. The first chapter, which is divided into eighteen sections, treats of the attraction of gravitation. Each section enters fully into the subject discussed under its title. Chapter Second, the Newtonian Potential Function in the case of gravitation, with its twenty sections, defines potential function. Each chapter furnishes diagrams and theorems under its sections. The Newtonian Potential Function in the case of Repulsion, the properties of surface distributions, Green's theorem, and electro-

statics, form the subjects of the remainder of the volume. The treatment of electro-statics, in Chapter Fifth, is introduced to show how the theorems of the preceding chapters may be used in solving physical problems. At the close of the Preface is found a list of works especially useful for reference, to those who wish to get a thorough knowledge of the properties of the Newtonian Potential Function, and of its application to problems in electricity.

THE FIRST THREE YEARS OF CHILDHOOD. By Bernard Perez. Edited and Translated by Alice M. Christie; with an Introduction by James Sully, M.A. Chicago: A. N. Marquis & Co. 292 pp.

More attention is now given to the needs and capacities of childhood than ever before in the history of the world; and the author of this volume has, on the most simple scale, prepared a work on infant psychology. The book is divided into chapters, among which are the following: The faculties of the infant before birth; first impressions of a new-born child; motor activity at the beginning of life; instinctive and emotional sensations; general and special instincts; the sentiments; intellectual tendencies; the will; the faculties of intellectual acquisition and retention; association of psychical states; the elaboration of ideas, expression, and language; the aesthetic sense in little children; personality, reflection, moral sense.

Under these important subjects are divisions, which enter fully into, and discuss them. For instance, in Chapter X., under Elaboration of Ideas, is found judgment, abstraction, comparison, generalization, reasoning, the errors and illusions of children, errors owing to moral causes.

The Aesthetic Sense in Little Children treats of the musical sense, the sense of material beauty, the constructive instinct, the dramatic instinct.

The subject of infant psychology has been thoroughly studied by Mon. Perez, and given to the public after much thought and deliberation, and this book will be found to be of great value to teachers of young children, as it is a rich mine of facts carefully arranged in the form of psychological anecdotes. The introduction, by Mr. Sully, the well-known psychologist, covers twenty pages, and is a treatise in itself on this important subject.

ENGLAND AS SEEN BY AN AMERICAN BANKER. Notes of a Pedestrian Tour. Boston: D. Lothrop & Co. \$1.00.

Under the above title, this firm has issued one of the best books on English travel which we have seen for some time. The places visited by the author are so well described that the reader imagines himself present with him. The people he saw, their customs, their peculiar traits of character, are all charmingly discussed. The volume is written in an off-hand, easy style, agreeable to read, and the facts are impressed upon the mind from their associations. Among the subjects described are, railways and scenery, the farming interests, mining, caste in trades, the uses to which timber is put, bricks in architecture, the Bank of England, banking in England, school-houses in England, memorial days, charitable institutions, etc. The relations between capitalists and workmen, landlords and tenants, lords and commons, are quaintly but truthfully portrayed. All topics of business of general interest receive a fair share of notice, forming a volume as interesting as a novel to the general reader. It is well printed and neatly bound in cloth.

BIENNIAL REPORTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF IOWA. 1881-82; 1883-85. Hon. J. W. Akers, State Superintendent.

In these reports are included, besides a summary and statistical tables of educational matters in the state, the recommendations of the state superintendent, the county superintendents, and the boards of directors of the several school districts. Considerable attention has been paid to the Iowa Teachers Reading Circle and to the hygienic condition of the schools. In the later report is an outline map, showing the number of school-houses, by counties, in the state. These reports are well printed, and bound in pamphlet form.

TOKOLOGY. (Illustrated.) By Alice B. Stockham, M.D. Chicago: Sanitary Publishing Co.

The title-page is quite right in proclaiming this a book for every woman. Curiously enough the science of midwifery is least understood by those most intimately concerned; and it is a circumstance so rare as to be worthy of remark, that a book on the subject should be written by a woman possessing such pre-eminent qualifications for the work. Herself a wife and mother, she speaks with an innate sympathy that must appeal strongly to women; and being a practicing physician of wide experience and unquestioned standing, her words have a degree of authority even for a professional reader. But the treatise is not obscured in scientific phraseology. It is written to end for every woman; this end the author does not lose sight of.

A very broad and firm stand is taken on the ground of hygienic constitutional treatment. Its far-reaching effects are insisted upon, and one of the most interesting chapters in the book is that upon the possibility of painless childbirth, which the author believes is practically a question of reasonable as opposed to fashionable living. In immediate practical relation to this subject is the chapter on dietetics, which contains nearly two hundred recipes, by which wholesome food may be made palatable and dainty dishes prepared for the sick.

The present edition of the book may be called a marsupial edition; being provided with a pocket in the cover where are bestowed the illustrative plates, which in a former edition were sprinkled through the book. The author has also appended a familiar letter; and the book has a glossary and index. It seemed always a valuable book, but reading again, its worth appears beyond estimation.

CHOICE OF BOOKS, AND OTHER LITERARY PIECES. By Frederick Harrison. London and New York: Macmillan & Co. 50c.

The general title of this volume is derived from four chapters in the beginning of the book—No. I, How to Read; No. II, Poets of the Old World; No. III, Poets of the Modern World; No. IV, the Misuse of Books. In these, Mr. Harrison points out the enormous waste of time on inferior and worthless books, and makes an earnest plea for continued thoughtful study for the best works. In the other contents of the work, we find specimens of Mr. Harrison's thought and style, earnest and outspoken, upon topics of interest to the general reader. Among the most important of these are, a dialogue on Culture, the life of George Eliot, Historic London, the French Revolution, the Eighteenth Century, and the Nineteenth Century. All these pieces have previously appeared as magazine articles

in both England and America. The volume is well printed in the regular size type, and bound in pamphlet form, with uncut edges.

JANUARY. Through the Year with the Poets. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75c.

Mid-winter and kindred themes form the contents of this, the second number of this series edited by Mr. Adams. Several of the poems are here printed for the first time, while even a majority of them would be new to many readers. The later, as well as the older poets, are represented, and the collection is as nearly perfect as could well be expected in a volume of this size. An excellent feature of the series throughout is an index of authors, giving accurate dates of their birth, and in the case of the older poets, their death. Among the writers represented we find Longfellow, Aldrich, Hayne, Stedman, Whittier, Macaulay, Leigh Hunt, Cowper, Shakespeare, Trowbridge, Dora Read Goodale, Jean Ingelow, and others of great literary prominence.

HOW WE GOT OUR BIBLE. An Answer to Questions Suggested by the New Revision. By J. Paterson Smyth, A.B., LL.B. New York: John Wiley & Sons. 60 cents.

The growth of the Bible from the original manuscripts up to the present time, through its various revisions, is here discussed and outlined. Points of apparent haziness of origin are explained, and the continuity of its precepts demonstrated and proved. The volume is made up of eight chapters, each of which is subdivided into sections. Chapter First deals with the sources of our Bible: Second, ancient manuscripts; Third, ancient versions and quotations; Fourth, early English versions; Fifth, Wycliffe's version; Sixth, Tyndale's version; Seventh, the Bible after Tyndale's days; Eighth, revised version, ending with a few general remarks on the new revision. The frontispiece is a diagram showing how we got our Bible, from the original manuscripts, which are now lost, through each of the centuries, with the various versions in the different languages, and showing also that the three sources—ancient manuscripts, versions, and quotations—are all combined for the first time in the Revised Version. There are several foot-notes throughout, explaining paragraphs in the essay, which the reader will find interesting.

JOHN B. GOUGH. His Anniversary Addresses before the National Temperance Society; and Sketches of his Life. By Theodore L. Culyer, D.D., and Rev. Joseph Cook. New York: National Temperance Society. 10 cents.

The great orator delivered three addresses before the National Temperance Society—one in 1870, one in 1875, and the last in 1877, in which are contained much of the pathos and many of the eloquent utterances for which Mr. Gough was so famous, and which are here reproduced in full. The sketch of his life and work by his life-long friend, the Rev. Mr. Culyer, gives, in a concise manner, a careful description of his character and morality. On Monday, Feb. 22, 1886, the Rev. Mr. Cook delivered a lecture in Boston, as a prelude to which he gave a summary of the events and achievements of Mr. Gough's life. This prelude has been included in this pamphlet. As a frontispiece there is an excellent wood-cut portrait of Mr. Gough taken from a recent photograph. The pamphlet will be a welcome visitor into the home of every one who cherishes the orator's memory.

THE JOURNAL OF PROCEEDINGS AND ADDRESSES OF THE NATIONAL EDUCATIONAL ASSOCIATION, SESSION OF 1885, AT SARATOGA SPRINGS, NEW YORK. F. Louis Soldan, President.

The Journal of Proceedings takes up forty-five pages, and the addresses and papers before the Association over one hundred. There are thirty more pages devoted to the department of School Superintendence, and over three hundred and fifty pages more devoted to a consideration of Normal Schools, Industrial Education, Art Education, Elementary Instruction, Kindergarten Instruction, Music Education, and the National Council of Education—the whole making a volume of nearly five hundred and fifty pages of most valuable information upon education, by the most prominent men in the country.

OUTLINES, TABLES, AND SKETCHES OF U. S. HISTORY. By C. Laura Ensign. Cedar Falls, Iowa: Published by the Author.

The author is the teacher of History and Geography in the State Normal School at Cedar Falls, and has prepared this pamphlet for the use of teachers. Its arrangement is specially adapted for advanced classes, but can be used, with a little change, for lower grades. The topical plan has been followed, and suggestions given by which the outlines may be developed intelligently through the law of association. It commences with the time of the Aborigines, and is brought up to the inauguration of President Cleveland.

MAGAZINES.

Harpers' Magazine for May opens with a description of "The London Season"—illustrated by George du Maurier. It also contains the second part of Mr. Warner's story, "Their Pilgrimage"; Mr. Blackmore's novel, "Springhaven," another instalment of "She Stoops to Conquer," and an amusing Indian sketch, entitled "The Story of Feather Head." Miss Woolson's novel, "East Angels," is concluded in it, and the second part of Mr. Craik's "King Arthur, Not a Love Story," is given. Poems are contributed by Paul Hamilton Hayne, Juliet C. Marsh, and Mrs. Harriet Prescott Spofford; and Mr. Curtis in the Easy Chair, discusses the debauchment of Italian opera in New York. President Hayes' first magazine article is printed in *The Brooklyn Magazine* for May and treats of "National Aid to Popular Education," and Harriet Prescott Spofford and Frances E. Willard, continue the discussion of "Early Marriages," each assuming a different standpoint. *The May St. Nicholas* opens with an account of "When Shakespeare was a Boy." The talks upon flowers are timely and interesting, and readers with a mechanical turn will be interested in "The Handiwork of Some Clever School-boys," exhibited at the American Institute Fair, New York. In fiction "The Girls' Tricorne Club," by E. Vinton Blake, will be enjoyed by boys and girls. *The May Penny* opens with "Diligent in Business," followed by "How it Became Possible," an illustration of trust and duty meeting their reward. "Our Alphabet of Great Men" gives an account of the life and character of Wm. Penn.—John Burroughs takes Mr. Ruskin sharply to task, in *The Critic* of May 1, for his recent expressions of contempt for Gibbon and Darwin. To read Gibbon's "Decline and Fall," says Mr. Burroughs, "is to be present at the creation of the world—the modern world." *The Phrenologist* for May, presents an excellent portrait of the Rev. Robert Graham, with a very full and interesting sketch of his life and work. "Bucks and Characters," illustrated, is amusing and the reader is sure to recognize every person described. "The New Cardinal," "Faith and Science," "Shams," "Notes from a Teacher's Diary," and "A Plea for Women," are all interesting. Chapter II. of "His Weakness and her Fault," finds the young people housekeeping. *Vick's Magazine* for May tells its readers "What to have in the Garden" this month, and among the foreign notes is a presen-

tation of an "Amateur's Difficulties." Its "Pleasant Gossip" is unusually interesting, and in the department for young people are some very instructive notes.—*The Magazine of American History* for May has a scholarly paper on Horatio Seymour, accompanied by a steel portrait, and illustrated with several fine engravings of his country home. Colorado is historically described, and Charles Dimsy has a pleasant article of "An Old House in New Orleans." Paul L. Ford contributes an interesting "History of a Newspaper." Several entertaining notes concerning the Civil War add to the charm of this number.—*The Overland Monthly* for May contains a story by a new writer, entitled "In Faviola," and several other entertaining stories. "The Martial Experiences of the California Volunteers" is worthy of much attention. There are other strong papers upon social, industrial, historical, and economic subjects, both interesting and instructive.

In the *Chautauquan* for May, the Rev. E. E. Hale has an excellent article on "How we Live." There are several excellent school-room articles by prominent educators, and current events of general importance are excellently treated by authoritative writers. The Chautauquan Movement has several pages devoted to it, and Kate Sanborn contributes an excellent article on Charlotte Brontë.—*The May Century* contains the last paper written by General McClellan for publication, a description of the time from the Second Battle of Bull Run to the advance from Washington toward South Mountain and Antietam. Among the illustrated articles is a description of the new Lick Observatory on Mount Hamilton, near San Francisco, written by Taliesin Evans, and the first of Mrs. van Rensselaer's papers on "American Country Dwellings."—A new magazine has made its appearance in Boston, published by Ginn & Co. under the title of *Political Science Quarterly*, and is devoted to the historical, statistical, and comparative study of politics, economics, and public law. It will number among its contributors some of the most eminent literary, scientific, and otherwise prominent men in the country, and the most valuable papers read before the Columbia College Academy of Political Science will be printed in this magazine. It has entered the field with an excellent number, and gives promise of great success.—*Lippincott's* for May is as full as ever with its bright stories, with an excellent one by Julian Hawthorne, and one by Louise Chandler Moulton. "Our Experience Meetings" is in its second installment, and tells of an amateur elocutionist and a western poetess. "Our Monthly Gossip" is unusually interesting this month.—W. H. Babcock tells about "The Bostonians." Andrew Lang contributes "In Castle Dangerous."—The leading article of the May number of *Education* is the first of a series by Prof. Herbert B. Adams, Ph.D., on "History in American Colleges." B. G. Huling contributes a short article on "The High School and Preparation for Business." Mrs. Elizabeth Cummings has a valuable article on "The Public Schools and Nervous Children." A. Tolman Smith discusses some "Notable Features of the English System of Elementary Education." Prof. William E. Jilison, A.M., considers the "Improved Methods of Classical Instruction." Minna Caroline Smith has a sprightly article of great interest on "The Harvard Annex," and Prof. J. C. Bennett, A.M., treats of "Elective Studies in College." Francis C. Sparhawk furnishes the second article in "The Query Club," entitled "The Practical in Life."

BOOKS RECEIVED.

The Journal of Proceedings and Addresses of National Educational Association, session of the year 1885, at Saratoga Springs, N. Y. New York: J. J. Little & Co.
Grammar and Composition for Common Schools. By Eliphlet Oran Lyte, A.M. New York: D. Appleton & Co.
No. XIII.; or, The Story of the Lost Vestal. By Emma Marshall. New York: Cassell & Co. \$1.00.

Woman in Music. By Geo. P. Upton. Chicago: Jansen, McClurg, & Co.
Studies in Greek Thought. Essays selected from the papers of the late Lewis R. Packard. Boston: Ginn & Co. \$1.00.
The Essentials of Elocution. By Alfred Ayres. New York: Funk & Wagnalls.
Old Fulkerson's Clerk. By Mrs. J. H. Walworth. New York: Cassell & Co. 25 cents.
Our Sensation Novel. Edited by Justin Huntly McCarthy, M.P. New York: Cassell & Co. 25 cents.
Love's Martyr. By Laurence Alma Tadema. New York, D. Appleton & Co.
Advanced Lessons in English Composition, Analysis, and Grammar. By J. E. Murray. Philadelphia, Pa.: Jno. E. Potter & Co. 60 cents.
Physiology Outlined. By J. F. Warfel. La Jolla, Ind.: Normal Book Concern. Paper, 15 cents; cloth, 25 cents.
Young Folks' Speaker. Compiled by Mrs. J. W. Shoemaker. Philadelphia, Pa.: National School of Elocution and Oratory. Paper, 25 cents; boards, 40 cents.
Choice Humor for Reading and Recitation. Compiled by Chas. C. Shoemaker. Philadelphia, Pa.: The National School of Elocution and Oratory.
Plutarch's Lives of Alexander the Great and Julius Caesar, The Castle of Otranto. By Horace Walpole. New York: Cassell & Co. 10 cents each.
Number Lessons for Supplementary Work in Arithmetic. 9 numbers. New York: Leach, Shewell, & Sanborn.
Don't. By Censor. New York: D. Appleton & Co. 30 cents.
Hans Andersen's Fairy Tales. By J. H. Stickney. Boston: Ginn & Co. 45 cents.
California. A study of American character. By Josiah Royce. Boston: Houghton, Mifflin, & Co. \$1.25.
Triumphant Democracy; or, Fifty Years March of the Republic. By Andrew Carnegie. New York: Scribner's Sons. \$2.00.
Talks with My Boys. By Wm. A. Mowry, A.M., Ph.D. Boston: Roberts Bros.
Third Annual Report of the Bureau of Statistics of Labor of the State of New York, for the year 1885. Albany: The Argus Co.
Elementary Co-ordinate Geometry. By Wm. Benjamin Smith, Ph.D. Boston: Ginn & Co. \$2.15.
Down the West Branch. By Capt. Chas. A. J. Farrar. Boston: Lee & Shepard.
Signs and Seasons. By Jno. Burroughs. Boston: Houghton, Mifflin, & Co. \$1.50.
A Winter in Central America and Mexico. By Helen J. Sanborn. Boston: Lee & Shepard. \$1.50.
By Fire and Sword. By Thomas Archer. New York: Cassell & Co.
Nature Series: Flowers, Fruits, and Leaves. By Sir John Lubbock, Bart., LL.D., etc. New York: Macmillan & Co. \$1.25.
Forgotten Meanings; or, An Hour with a Dictionary. By Alfred Wailes. Boston: Lee & Shepard. 50 cents.
First Steps in Latin. By R. F. Leighton, Ph.D. Boston: Ginn & Co. \$1.00.
Elements of the Theory of the Newtonian Potential Function. By B. O. Peirce, Ph.D. Boston: Ginn & Co. \$1.60.
Latin, for Sight Reading. By E. T. Tomlinson. Boston: Ginn & Co. \$1.10.

Comparative Literature. By Hutchesson Macaulay Pennett, M.A., LL.D., etc. New York: D. Appleton & Co. \$1.75.
National Academy Notes and Complete Catalogue, 1886. New York: Cassell & Co. 50c.
Salammbô, of Gustave Flaubert. Englished by M. Frenca Sheldon. London and New York: Saxon & Co. \$1.50.
King Solomon's Mines. By H. Rider Haggard. New York: Cassell & Co. 25c.
Nataqua. By Mrs. Rebecca Harding Davis. New York: Cassell & Co. 25c.
Kant's Ethics. A Critical Exposition. By Noah Porter. Chicago: S. C. Griggs & Co. \$1.25.
A New Departure for Girls. By Margaret Sidney. Boston: D. Lothrop & Co. 75c.
Trials and Triumphs of a Summer Vacation. By E. A. M. New York: Michael Sullivan.
How We Got Our Bible. By J. Paterson Smyth, A.B., etc. New York: John Wiley & Sons. 60c.
Tales of Eccentric Life. By Wm. A. Hammond and Clara Lanna. New York: D. Appleton & Co. 25c.
Improvement of the Senses. For Young Children. By Horace Grant. American edition. Edited by Willard Small. Boston: Lee & Shepard. 50c.
The Life and Adventures of Baron Trunch. Translated by Thomas Holcroft. The Voyage and Travels of Sir John Maundeville, Kt. She Stoops to Conquer, and The Good-Natured Man; By Oliver Goldsmith. New York: Cassell & Co. 10c. each.
Gallagher & Shaw's New Game of Temperance Physiology. Scottsdale, Pa.: Gallagher & Shaw.
The Marmalade. Words by Owen Meredith; music by Benj. W. Loveland. 30c.
A Pretty Little Star—Polka Song. By Theo. Moelling. 35c.
Home-Made Chicken Pie. By Frank Dumont. 30c. Amos' Zouaves March. By T. P. Brooke. 30c. Six Easter Carols. Music by A. P. Howard. 15c. per set. Tell Her Ye Stars. Written and Composed by Brandon Thomas. 30c. Boston: Oliver Ditson & Co. New York: C. H. Ditson & Co.
Songs and Ballads of the Southern People. Collected and edited by Frank Moore. New York: D. Appleton & Co. \$1.00.
Allette. By Octave Feuillet. Translated by J. Henry Hagar. New York: D. Appleton & Co. 50c.
April. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75c.
The New Church: Its Ministry, Laity, and Ordinances. By John Ellis, M.D. New York: John Ellis, M.D.
Class Book of Geology. By Archibald Geikie, LL.D. London: Macmillan & Co. \$2.60.
A Prince of Darkness. By Florence Warden. New York: Cassell & Co. 25c.
The Lady of the Lake. By Sir Walter Scott. New York: Cassell & Co. 10c.
Manual Training: The Solution of Social and Industrial Problems. By Chas. H. Ham. New York: Harper & Brothers.
Teachers' Hand-Book of Psychology. By James Sully, M.A. New York: D. Appleton & Co.

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EXHIBITION DAYS. By Mrs. M. B. C. Slade. Dialogues, Speeches, Tableaux, Charades, Blackboard Exercises, etc. adapted to scholars in the Common, Grammar, and High School. 1 vol., 16mo, boards. Price, 50 cts.
PLEASANT TIMES. By Marion Wayland. Containing Dialogues, Recitations, Motion Songs, etc. entirely new; price, 50 cts.
THE NEW DIALOGUES. By C. M. Barrows. 1 vol., 16mo, boards. 27 Dialogues, new and original; price, 50 cts.
MANUAL OF GYMNASIUM EXERCISES. By Samuel W. Mason, Supervisor of Boston Schools. 1 vol., 16mo; price, 40 cts.
NATIONAL KINDERGARTEN SONGS AND PLAYS. Written and Collected by Mrs. Louise Folliott, Principal of National Kindergarten Normal Institute, Washington, D.C. 1 vol., 16mo, boards; price, 50 cts.
CHARADES AND PANTOMIMES. For School and Home Entertainment, with additions by Oliver Optic. 1 vol., 16mo, boards; price, 50 cts.
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THE PUBLISHERS' DESK.

"And the night shall be filled with music,
And the cares that invest the day,
Shall fold their tents like the Arabs,
And as silently steal away."

The above quotation from Mr. Longfellow's beautiful poem seems eminently appropriate in connection with the opportunities offered for rest and recreation in connection with the annual meeting of the National Educational Association at Topeka in July. Reduced railroad rates, good accommodations at low rates at the hotels, boarding houses, and with private families at Topeka, and exceedingly favorable excursion rates to Colorado and the Pacific coast, would seem to place the possibility of making the journey to one or all of these localities within the means of a majority of professional teachers. With such, who can doubt that the "cares that invest the day" will silently take their departure under the irresistible influence of the mental inspiration of the meeting at Topeka, the physical invigoration of the mountains of Colorado, or the quiet peace and rest of the even temperature, health-giving breezes, pure atmosphere, and beauty of ocean, lake, and mountain scenery of California?

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THE gas furnished the city of San Antonio is of a very inferior quality, and consequently the streets are very poorly lighted, but they are allowed to burn until after daylight. A stranger asked George Horner, a prominent druggist: "Why do the gaslights burn all night in this town?" "Because the gas-lights are so small that they are afraid to go out when it is dark."

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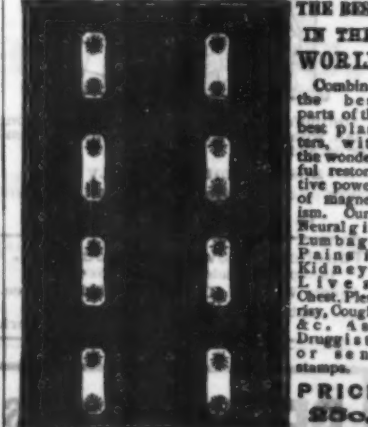
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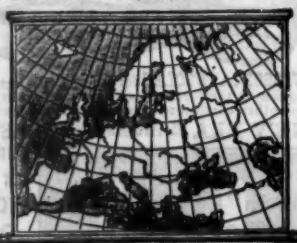
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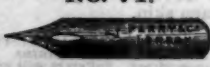
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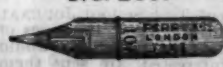
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